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ABSTRACT

This summary report of the Yadkin Valley Early Childhocd Creative Library Project discusses the development of a collection of early childhood educational and creative materials for loan to child development programs, parents, and babysitters in four counties of rural North Carolina. The program focuses on serving those parents and children not already involved in an organized child care program. The report touches upon data collection methods; experiences gained in the project; comments from project participants; evaluation methods and results; continuation plans for the project; and reflections and conclusions about the program as a whole. Appendices include information on: names of staff personnel; policies of the project on job descriptions, selection of toys, toy cataloging, and the records system; samples of regularly used forms; various types of publicity used; examples, descriptions, and results of tests used in the project for impact and developmental measurement; written comments of the Advisory Council; examples of letters from parents; and written comments about the project by staff members (including, among other things, descripticns of objectives, procedures, successes, problems, opinions, and recommendations.) (SE)

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# FINAL SUMMARY REPORT

Project No. 76-0627
Grant No. 13,475

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*Yadkin Valley Economic Development District*
*Boonville, North Carolina*

# YADKIN VALLEY EARLY CHILDHOOD CREATIVE LIBRARY PROJECT

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*September 1977*

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**U. S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE**
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**Office of Libraries and Learning Resources**

## ABSTRACT

In 1974, the Yadkin Valley Early Childhood Creative Library Project began service to preschool children, with emphasis on "left-out" (not involved in an organized child care program) children of four counties Davie, Stokes, Surry and Yadkin - in rural mountainous North Carolina. No public and little personal transportation was available. In 1970, the four counties contained 12,018 children under six; 2,001 from poverty homes. During the first project year, books, audio-visual materials, toys and related materials were purchased and cataloged. Second year emphasis was on home visits, parenting workshops and round-up (transportation provided) storyhours. Third year emphasis was on paid-parent-volunteers as home visitors. Project continuation emphasis was placed on in-library circulation of preschool materials and preschool story-hours.

Children "at work" with the Project Director.

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## I. BEGINNINGS

Three-year-olds are independent; fours begin to demonstrate control and improved motor skills; by the time a child is five, he/she begins to feel secure and open to creativity. Many important factors pertaining to a child's ability to learn are being stimulated. Attitudes and habits formed prior to entering school can affect lifelong abilities, peer relationships and self-image.

> Did you know that 50 per cent of intellectual development takes place between birth and 4 years of age?
>
> That means that parents are important teachers. You provide the foundation for your child's learning skills right within your own home. You can shape the course of your child's educational future by the quality of learning experiences you provide before he/she ever goes to school.
>
> from *Reading Begins at Home* originally prepared and distributed by the Missouri Department of Education.

Parents, child-role models, do not by virture of giving birth automatically understand good parenting concepts. Like all knowledge, it is acquired. Society demands the ability to parent without providing, through acceptable avenues, methods for obtaining these skills. Many parents, easily offended by "experts", turn away from traditional parenting programs feeling an implied or self-inflicted stigma of not being a "born" parent. Childrens' needs, however, are real. They do not disappear because they are ignored, misunderstood or misinterpreted. For a child to be healthy, he/she must be equipped physically, emotionally, socially and intellectually to face life. Ann Izard's opening statement in *Start Early for an Early Start* (ALA, 1976) expresses the importance of a good beginning.

> Beginnings are all important. As necessary as the food he/she eats to build a strong body, the stories, pictures, and song experiences that a small child stores in his/her mind are resources for coping with and enjoying a complex world.

<u>Beginnings provide through experiences, materials and services situations that create sound</u>:

Physical Development
- The ability to move, affected by diet, rest, and medical care, develops muscles - motor skills.

Emotional Development
- The ability to express and understand feeling, the freedom to make mistakes in an accepting environment helps in the development of self-image.

Intellectual Development
- The ability to express oneself through language inspires thinking, mind expressions and the development of communication skills.

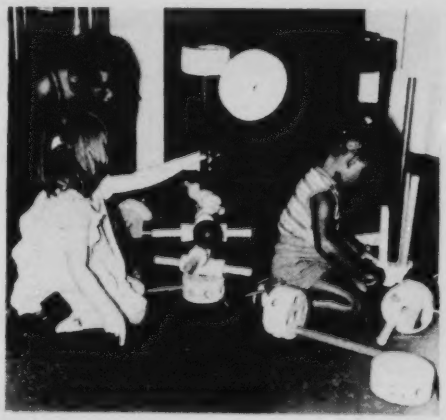
Social Development
- The ability to focus attention on learning through a sense of belonging derived from learned acceptable social behavior patterns.

Creative Development
- The ability to stimulate the imagination to worlds beyond his/her own environment through creativity and acceptance of differences.

Early access to imaginative stimulating materials provides a child with a head start. Carefully nurtured and sensitized attitudes help prevent learning difficulties and instill self-acceptance.

Scope

Children from all socio-economic backgrounds have the same developmental needs for play experience with Realia. To assume that middle and upper-middle class parents give their children more "toys" and opportunities than those in lower economic groups is not necessarily correct. Parents at all levels need guidance in choosing playthings for their offspring. Just having the means is not enough. Parents and children are bombarded by hard-sell advertising for inappropriate, shoddy playthings, which they are frequently manipulated into buying. Stores are bursting with such items, often expensive. Our experience in Fairfield shows that parents are eager to learn what appropriate materials are available for their child's specific stage of development. Realia with appropriate adult guidance materials can accomplish this. Appropriate guidance materials consist of assorted periodicals concerned with children; specific articles and books; an informed and information-sharing children's librarian who can arrange workshops with local resource people (day-care directors, pediatricians, educators, informed parents) to share this knowledge with interested parents.
—from *Toys to Go: A Guide to the Use of Realia in Public Libraries* (ALA, 1975,p.4)



The developmental need for play experience with toys is the same in children of all socio-economic backgrounds

Responsibility barriers will be the single greatest problem. Aware adults are less likely to pass on fear, rejection and hostility.

Caring, senstive parents provide a sound environment through which good growth and learning habits can develop. Positive attitudes must be extended to children through institutions which serve them. This environment, the library clerk with a welcoming smile, the day care center worker with infinite patience, the school guard with a kind but firm hand and the neighbor who takes time to talk with the child, all have a part in stimulating the child's growth.

The second obstacle to early childhood success is money. Parents often do not have the monery or the resources to provide adequate early childhood stimulation. Or, they provide only the "grocery store" materials without realizing the need for quality materials. Libraries, in this time of inflated budgets and declining birth rates, are providing fewer services and materials to support early childhood needs. The child, however, with increasing earlier school entrance age has a greater need for early access to creatively stimulating materials.

Books broaden a child's creative development

"Table 5 --

Per cent of population 5 to 34 years enrolled in school by age: United States October 1947 - October 1975:

| 5 years | | 5 years | |
|---|---|---|---|
| 1947 | 53.4 | 1965 | 70.1 |
| 1950 | 51.8 | 1970 | 77.7 |
| 1955 | 58.1 | 1975 | 87.2 |
| 1960 | 63.7 | | |

includes children enrolled in kindergarten, but excludes those enrolled in nursery schools."

—from National Center for Educational Statistics, *Digest of Educational Statistics, 1976 Edition*, p. 8.

If the public library is to provide the principal support of materials for preschool children, the library must supply adequate funding for an early childhood program.

## II. GIVE US WINGS - POTENTIAL OF THE LIBRARY IN SERVICE TO THE YOUNG CHILD

> Give us books," say the children, "give us wings. You who are powerful and strong, help us to escape into the far-away. Build us azure palaces in the midst of enchanted gardens. Show us fairies strolling about in the moonlight. We are willing to learn everything that we are taught at school, but, please, let us keep our dreams.
> —Paul Hazard, *Books, Children and Men*, Boston: "Horn Book", 1944, p. 4.

Libraries today have the potential to give children wings. They are a rich resource of materials, including books, toys, other realia, audio-visual materials, art prints, and in some libraries, live animals. Professionally trained staffs assist in the search for knowledge. Programs of every description from astrology to gardening to storytelling reach a multiplicity of patrons. The library, an institution without walls, reaches out to the handicapped, the economically deprived, the elderly and the young child. Bookmobiles, vans, and books-by-mail transcend geographical boundaries to reach the isolated.

Whereas the library has the potential to transcend its stereotyped image, it is by its very nature the advocate of the child. Without the child there is no usage for the library. Early needs satisfactorily provided instill the search for continuing education, for continuous use, a welcoming place from birth through death - truly a University of the People. It can become in accordance with the Library Bill of Rights, the catalysis by which materials and services provide a sound beginning. Working within its existing structure, an early childhood program has a strong chance of success if the following conditions prevail:

- -Attitude. Establishment of an environment in which the importance of the library's role as child advocate is understood by staff as well as patrons.
- -Budget. Sufficient funds (local, state, federal) to adequately meet the needs of the young child.
- -Facilities. Sufficient and welcoming space within the mainstream of the total library.
- -Staff. Children's librarians (and assistants) that are skilled in child communication and are committed to the needs of the child.
- -Materials. Enough materials, book and nonbook, to meet the needs of the total child.
- -Programs. Children's programs for the young child that include communication, dramatization, creativity, participation and provision for educational concepts without becoming didactic.

-Workshops. In addition to inservice training, workshops were freely offered to community patrons on early childhood education.

-Inter-Agency Cooperation. As a neutral agency, the library can easily become the catalyst by which early childhood agencies (i.e., head starts, public and private kindergartens, health services, social welfare, etc.) meet and construct a workable mechanism to serve the total child without overlapping services and/or materials.

-Outreach Services. Expand existing outreach services to place a greater emphasis on the young child and its family (i.e., visits in the home).

## III. THE YADKIN VALLEY EARLY CHILDHOOD CREATIVE LIBRARY PROJECT

In July 1974, the Office of Education, Division of Library Programs Research Demonstration Branch, began funding an early childhood education program intended to serve four (4) rural counties in the Yadkin Valley Economic Development District (YVEDD) of North Carolina. The counties were Davie, Stokes, Surry and Yadkin. The project was awarded to and administered through YVEDD. It was supervised by and housed in the Northwestern Regional Library, with headquarters in Elkin (Surry County), North Carolina. Stokes, Surry, Yadkin, (and Alleghany though not served by this project) are served by the Northwestern Regional Library System. Davie County is served by the Davie County Public Library. The original goal was "to test and demonstrate the utilization of public libraries to improve and expand services to preschool children." Basic objectives were... "to train parents and babysitters of 200 children who are left out of existing kindergartens, head start and day care programs," ... to improve the immediate development of these preschool children who are left out," and ... "to expand library services by the addition of educational toys and materials to offer to all preschool programs."

This project, envisioned as a panacea for unnecessary multi-agency duplication of materials and services was funded through the YVEDD in hope that turf problems could be relaxed and a spirit of inter-agency cooperation and active community involvement would evolve. An aware community could then politically support the project's continuation at the conclusion of Federal funding. YVEDD is locally considered an extension of the Federal Government. The Federal Government is not locally envisioned as the panacea of community problems.

The project went through several phases. The initial phase consisted of establishing an advisory council, hiring a project director, purchasing and cataloging toys and the developing of handouts and brochures.

In phase II a new project director was hired. The project emphasis shifted to an intensive home visitor program, "round-up" (transportation provided) story hours, and search for left-out children in Surry and Yadkin Counties. Workshops and parent meetings were initiated.

The following report will concentrate on the current state of implementation of service to the young child in the Yadkin Valley Economic Development District.

## IV. DATA COLLECTION METHODS

Data for this report was collected in many ways: two years participation and observation on the Advisory Council; conducting and participating in workshops; State Library field visits to the Northwestern Regional Library; site project visits at headquarters and at round-up storyhours; visits to Yadkin Valley Economic Development District, Inc., headquarters (Boonville, N.C.); interview with project, library staff and Advisory Council members; and letters and written statements from project participants, project staff, library staff and Advisory Council members. (See Appendix G, H & I.) See Appendix A and B for list of Advisory Council. Project staff were requested to submit for consideration in this report information pertaining to their participation in the project plus comments on: project strengths and weaknesses, future implementation, recommendations, testing, Advisory Council, success and failures.

On August 3, 1977 a first draft of the final summary was mailed to 35 persons including the Advisory Council, the YVECCLP staff and selected Northwestern Regional Library staff. A request was attached for additional information including statistics. Four persons returned the paper with requests for additions or changes by the September 1, 1977 deadline. Their statements have been incorporated into this final report.

Photographs have been provided by the Northwestern Regional Library Public Relations Officer.

## V. EXPERIENCES

The Yadkin Valley Early Childhood Creative Library Project (YVECCLP) is headquartered in Elkin, North Carolina. In this rural mountainous area, great distances over rough terrain must be traveled to reach resources such as libraries. Public transportation is nonexistent; many parents and babysitters do not have access to personal transportation.

In 1970 the project area included 12,018 children under six; 2,001 from poverty families. Programs including Child Development, Head Start, and in 1974 Public School Kindergartens served an estimated 1,400 children. In 1973 the North Carolina Legislature passed House Bill 127, "An Act to Establish Public Kindergartens in all County and City School Administrative Units." In 1976, this law, for five-year-olds, was fully implemented. Head Start and the Child Development Center (Social Services) have developed programs that work with parents, including a home visitor program.

Recognizing the potential of the Northwestern Regional Library, with its ten branches, bookmobile and outreach services, as a natural and neutral early childhood agency already equipped with established acquisition and circulation procedures, the Yadkin Valley Early Childhood Creative Library Project hoped that through this system it would become an effective catalyst in the avoidance of expensive duplication of materials and services for young children. The project provided a chance for "left-out" preschool children to have an opportunity for a sound beginning.

The development of a collection of early childhood educational and creative materials for use by and loan to child development programs, parents and babysitters was a primary aim of the project. At its onset, less than 2,000 library books, no toys and few audio-visual aids were available. The collection was to be a joint venture with cooperative funding; this grant providing funds for the initial collection. Except for $5,000 provided in 1974 by Head Start, and each year's existing library materials budget, no monies outside of project funds have gone into the materials collection. An initial collection was developed. As the project developed, demand for materials increased with no provision for increasing or expanding the collection. The third year of the project provided no additional materials funding. The

Development of toy collection in Stokes County

Northwestern Regional Library purchased additional toys to serve areas that previously had been unserved by the project. The materials, having received heavy use, are in poor condition with little hope of this conceptional idea of a cooperative resource center being carried on.

Such an isolated area offers few opportunities for early childhood education programs for parents, babysitters and child care staff. Through the auspices of this program, existing agencies would cooperatively provide opportunities for this training.

In the second and third year, the project's major emphasis shifted to a homevisitor program. Staff being inadequate, CETA, Manpower and paid volunteers served as home visitors. The CETA and Manpower programs, which by their very nature imply job uncertainty and participants of low educational attainments caused considerable difficulty in acquiring, maintaining and training effective staff for the home visitor program. The home visitor program allowed one to one parent-child-materials training sessions. Parents involved in the program felt that their children significantly gained valuable skills from the program. This aspect of the project was costly. With the advance of other home visitor programs in the area, as well as the availability of a public kindergarten program (1976), the need for a library-based home visitor program is not as critical as it was at the project's conception (1974).

Pre-and-post-educational testing of the children was provided by the Early Childhood Library Specialist Program, School of Library Science, North Carolina Central University (NCCU), Durham, North arolina. The school is nationally recognized for its early childhood department. Tests of Basic Experiences (TOBE) from McGraw-Hill was selected by NCCU Early Childhood staff as the method of project testing and evaluation. In the project's third year, the post test was not conducted.

Planning Objectives

The following reflect three years of specific project objectives:

- Set up an Advisory Council composed of parents, babysitters, librarians and early childhood education specialists.
- Provide sufficient staff and budget to adequately carry out project goals.
- Purchase, catalog and circulate educational toys and related materials.
- Locate and involve children left out of organized early childhood development programs such as kindergarten, head start, day care, etc.
- Set up a plan of cooperative materials purchasing with organized early childhood agencies in an effort to avoid expensive duplication and provide all preschool children with necessary early childhood learning materials.

- Train project staff adequately in art of home visiting and conducting story hours.
- Provide project participants, through round-up story hours, a group experience outside the home.
- Conduct workshops on the use of project toys and materials for parents, babysitters, library staff, and early childhood education specialists participating in the project.
- Provide a transportation system for children and project workers.
- Involve parents in goals of the project.
- Strengthen ties between project and nearby colleges and universities as well as all existing agencies working with preschool children.
- Develop an evaluation that will determine if children in the project grow and develop in skills and achivements more rapidly than children not participating in the project.
- Create an image of the public library as a vital part of the team that gives preschool children a good start in life.

Administration

Project functions were administered through the Yadkin Valley Economic Development District, Incorporated, and supervised through the Northwestern Regional Library with the cooperation of the Davie County Public Library.

The executive director remained constant. The project supervisor changed three times. There were two project directors, and at least three assistants. Other staff was in a constant state of change.

Project staff did not feel totally accepted as a part of the Northwestern Regional Library staff or YVEDDI staff. Staff, especially the project director, was responsibile to the Advisory Council, two separate administrative units and the Federal Government. The function of the U. S. Office of Education, Library Research and Demonstration Higher Education Act personnel was interpreted by project staff to be more supervisory than is intended by the Act. The Division of State Library, through the Northestern Regional Library, provided consulting services as requested.

HEW consultant visits project and discusses its objectives with project director

The Division of State Library was represented on the Advisory Council, assisted with one series of workshops and accepted the responsibility for writing and disseminating the final report.

Reports at the end of the first year did not provide needed information. Starting with the first annual report, all reports and publicity were written by the Northwestern Regional Library Public Relations Office.

In its second and third year, emphasis shifted to the Home Visitor program. Because of this emphasis, there was never adequate staff. The Comprehensive Employment Training Act (CETA) provided temporary staff. Due to the nature of the CETA program, this staff was difficult to keep and train. The Paid Volunteer Home Visitor Program initiated in the third year also had difficulty in retaining and training its staff. The rough terrain, vast area to be covered and level of education were problems that plagued staff training programs.

The YVECCLP staff funded by the project consisted of the project director and her assistant. All other staff was provided by other sources, principally the Northwestern Regional Library and the CETA program. Paid volunteers were paid with project money during the third project year.

The Northwestern Regional Library's children's coordinator had only minor administrative project input. Hired in the second year of the project, she acted as project supervisor for the short period during which the library changed directors, participated in the Advisory Council, and arranged some project-supported functions of the library.

Advisory Council

The Advisory Council, intended to be the directive, support-head of the YVECCLP was to have been composed of parents, babysitters, librarians and early childhood specialists. The Council met every two months. Attendance was inconsistent and little advising was done. The meetings became reporting sessions. The Advisory Council appeared to exist solely for the sake of requirement and served little functional purpose. Federal regulations do not require advisory councils.

The following are repeatedly stated problems with the Advisory Council:

- members failed to understand their role as Council members.
- little continuity existed. Membership fluctuated from meeting to meeting.
- meetings were reporting rather than advisory sessions.
- parents did very little participating.

- advice of knowledgeable professionals, even those on the Council, was neither sought nor taken seriously.
- Council members spent little or no time observing the project, therefore, they were unable to truly comprehend it.
- budgeting officials, neither heads of agencies (other than library) nor local or regional governmental officials attended meetings.

Advisory Council meetings led by the Northwestern Regional Library followed a written agenda. In the beginning, the library director served as head of the Council with the library public relations officer acting as secretary. Few, if any, parents participated.

In the second year, a strong effort was made to involve parents. They were elected as head of the Council and appointed to represent the project on the YVDDI board. Many parents, even when urged to participate, expressed inhibitions and rarely entered into discussions. Project staff provided transportation to parent-council members when requested.

Parents actively participated with the Advisory Council during the second project year

In the third year, a local official from a child care agency served as president.

Cooperatively Funded Materials Collection

The need for a cooperatively funded materials center, after three years of project funding, still screams loudly at the citizens of Yadkin Valley. In the initial funding year, head start contributed $5,000 for materials. This has been, other than Northwestern Regional Library funds, the solo cooperative funding effort. Turf problems and an overall lack of money has prevented fund sharing, but not the use or need for the collection. Comments were solicited from the head start director but none have arrived. The situation of Central United Methodist Church's nonprofit day care center reflects the area needs. At this center, there is a $30 a month per child fee - "all monies received for tuition goes for staff supplies. Our goal is to teach and prepare children for school rather than just babysit. Some of our teachers are certified and all of them participate in workshops and any training that comes available. They, therefore, realize the importance of good teaching materials such as language development kits and toys to develop motor skills and reading readiness. Being able to use the toys and learning kits from the Early Childhood Creative Library

project has been invaluable to our center. We could not have purchased such a good collection of materials and have provided, at the same time, the good teacher-pupil ratio we have.... Being able to use the materials and toys from the library in our classrooms helped us in spending our limited budget for such items, to better advantage."

The use demonstrated a need for this center still exists which is real. Since project funding has ceased, and existing materials will not last forever, child care centers may soon find themselves once again in the position of choosing between materials and staff.

The materials collection predominately purchased in the first year of funding was sparingly added to in the project's second year. Despite the fact that the collection did not adequately meet the project needs, no materials funds were provided in the project's third year.

From the beginning, no professional children's librarian was involved in the selection, cataloging or classification of materials. (See Appendix C.)

Home Visitor Program

Home visits provide, outside the mainstream of traditional library services, an opportunity for parents and children to become acquainted with library staff, services and materials. The home visitor must be knowledgeable, sensitive and have respect for the family dignity and strengths. Paternalism must be avoided. A visit constructed around a preplanned early childhood activity and based on the above strengths builds trust between family and home visitors. Once trust is established, it is easier to work with family. Parent and child are open to ideas and learning suggestions. With continued parent encouragement and participation, the child can intellectually grow, take in cultural activities, develop reading readiness skills and functionally establish basic early childhood skills.

The Yadkin Valley Early Childhood Creative Library Program home visits are made by two staff members who have B.S. degrees in early childhood education, and by less formally trained persons trained by them. Training for the CETA, Manpower workers and paid parent volunteers home visitors

Home visitor involves parent and child in creative play

has been time-consuming and repetitive. Educational levels are low (high school or less in some cases) and attitudes have not always been compatible to working with children. Constant changes in home visitors has placed a strain on the energy levels of staff, depriving them of time needed to perform other needed tasks. During the first project year (1974-75), relationships between home visitors and staff were strained causing problems of trust that the second year project had to overcome in building home visit relationships. To facilitate community acceptance as well as entrance to homes, the YVECCLP was provided with visiting cards, printed by the Regional Library, containing each staff member's picture.

Parent volunteers as home visitors was the emphasis of the third project year. Twelve volunteers received a travel stipend of $30 per month. Education and confidence levels varied. To give volunteers and the participating families a feeling of security, training sessions were held at Surry Community College (SCC). This was the major demonstration of involvement with local colleges. A faculty member was hired by the community college to develop a program and teach the class. Information and materials from the North Carolina Office of Children and the American Library Association were provided by the library staff. The YVECCLP project director provided toys and transportation for the volunteers. The amount of time each volunteer spent on home visits varied as no schedule was assigned. Volunteers, like other home visitors assisted with the "round-up" story hours. They provided the same learning program as other project staff members.

A fringe benefit to the Home Visitor program was the use and community acceptance of minority staff members as "educators".

Home visits were made every two weeks when possible and every three weeks in areas densely populated with project participants or where travel was extreme. The average time allotted per visit was one hour. Each visit was scheduled at approximately the same time and date. If the family was not at home, the home visitor waited approximately 15 minutes, then proceeded to her next visit. If time and distance permitted, she returned to the earlier absent family later in the same day. If there was still no response, a visiting card was left. The same program of home visits was provided to babysitters, some caring for as many as 12 children.

Sample Home Visits

The home visitor, parent and child, began a conversation exchange, through which the home visitor tried to discern the child's progress. The child was to tell about and demonstrate the use of his current toy. The parent was later included in this discussion. A new toy was chosen and its enjoyment and learning qualities were discussed with the child and the parent. Stories, songs, finger games, and fun were shared by the child, home visitor and parent. In some visits a mini-learning unit, using easily constructed materials was shared. If desired, a filmstrip was shown. Parents were encouraged

to talk with their children, to listen to them and continue the learning techniques begun on the visit. In the case of babysitters, a toy was left for each child. If the children from babysitters were unable to share in the round-up story hours, books were also left for each child's enjoyment.

Lesson Example

Testing indicated one weakness among the children was distinquishing animate from inanimate objects. It indicated and demonstrated that pictures could be cut from magazines showing the characteristic differences between living and nonliving objects. Where possible, actual objects were demonstrated.

Case Note

At the conclusion of each visit, the home visitor completed case notes. These notes included:

1. Toys used.
2. Effectiveness of the toy:
   a. Correct age level or state of development for the child - did he become bored or frustrated?
   b. Facility of child learning and growth through toy use.
3. How often and under what circumstances was the toy used?
   a. Was the adult absent or present?
   b. Did the adult take an active role
4. Case workers observation of:
   a. Family situation;
   b. Child's toy usage;
   c. Parent's attitude;
   d. Child's gradual growth and development.

Story Hours

The "round-up" (transportation provided) storyhour allowed some inhibited children their first socialization. Northwestern Regional Library via its Carry Van allowed young children their first "bus" (group) experience away from home and parents.

Stories, toys, games and songs involved children in group activity. The programs presented by early childhood education teachers with home visitor assistance stressed early learning concepts that were followed up on home visits. Home visitors participated in story hours. Sharing and charging of books following the story hour was implemented in the second year. Toy distribution was reserved for

home visits. The round-up story hour was expensive in use of staff time, cost of vehicle maintenance and gasoline.

In the second half of the third project year, the expense of the Carry Van eliminated the round-up in all counties. There had never been a round-up in Stokes County where all project story hours were provided by existing Stokes County Library staff. All counties relied on parents and volunteers to transport children to libraries. Lack of personnel and public transportation cut down on program attendance.

Round-up story hours provided the opportunities, materials and services that lead to sound beginnings. They help the child grow through:

- Physical Development - Through creative play with toys, action songs, finger games, and each other, the children more surely developed the ability to move.
- Emotional Development - Creative interaction with other children help develop the child's ego.
- Intellectual Development - Sharing their own stories help develop their communication skills.
- Social Development - Being part of the group, learning acceptable social behavior helped develop coping skills.
- Creative Development - Stories, picture books, puppets, flannel board stories and songs help stimulate the child's imagination beyond his/her own environment.

Through these experiences the left-out child had the opportunity to:

- develop small muscles.
- develop a sense of value.
- enjoy the happy release of laughter.
- feel accepted.
- participate in a group experience.
- prepare for school.
- stimulate their imagination.
- learn new words to roll on their tongues, think about, listen to.
- experience and begin to understand concepts.
- develop a love of books through positive reading readiness.

Sample Round-Up Story Hour

1. Project staff (2) spent approximately one (1) hour transporting children to the story hour site (usually a library).

2. The same staff plus home visitors conducted programs consisting of songs, games, finger games, stories and picture books (approximately 45 minutes).

3. Children spent approximately 15 minutes selecting and charging books.

4. Same staff spent approximately one hour returning children to their homes.

5. Van had to be driven to nearest gas outlet, which was approximately 20 miles from project headquarters.

Workshops

Many parents, babysitters, volunteer home visitors as well as YVECCLP home visitors, YVECCLP staff and library staff needed training and reassurance in the use and advantages of toys. They need to understand that a child's play is its work - that it can be just as difficult, pleasant and/or unpleasant for a child as work is to an adult. Many people involved in the project had a low level of education. Few had any training in early childhood education and thus were insecure. In an attempt to meet the wide range of needs, workshops were provided on different levels.

Workshops helped staff develop a better understanding of the importance of early childhood education

- Staff Meetings. In 1975-76, they were held once a week, by the third year lack of travel funds had reduced meetings to once every two months. These meetings were the only times total staff, including home visitors, could meet, plan and exchange ideas.

- Staff Training. Frequent staff turnover required the project director to constantly provide one-one training sessions. Staff attended workshops at Surry Community College, North Carolina Central University and workshops provided through or held in conjunction with the project.

- Parent Meetings. Began in the second year on a monthly basis. By the project end, sparse attendance had reduced frequency to special occasions. The most successful meeting involved children.

Sample: Bedtime Story Hour

1. In five locations, 378 people attended.
2. Parents were invited to join their children in participation of songs, games, stories and sharing picture books.
3. Parents furnished refreshments.

- Parent Workshops (without children). Emphasized the importance of parent-child interaction and communication.

Sample:

1. Showed 16mm film READING IS THE FAMILY (Division of State Library, 1974, 10min, color).
2. Display of educational toys.
3. Participants were asked to choose a toy and play with it, thereby determining the toy's use and the principals it teaches.

- General Workshops. "For All Who Work With Preschool Children (:) Head Start Teachers, Kindergarten Staff, Baby Sitters, Day Care Centers, Church Groups, Private Centers."

Sample: "Early Childhood Workshops"

1. Held in four locations.
2. Covered storytelling, music and information about the project.

- Institutional Workshops. Provided by project staff, i.e., North Carolina Central University (NCCU).

Sample: "Getting to Know the Early Childhood Creative Library Project"

1. Presented twice, once for students and once for parents of the NCCU Early Childhood Project.
2. Program description of Early Childhood Creative Library Program by project director and her assistant.

General Workshop Scope:

- To bring together and acquaint the YVECCLP staff and volunteers with the principals of child development and the importance of materials used by the project.
- To acquaint, demonstrate and familiarize project participants - parents, baby sitters, and child development staff - as well as library staff with the services and materials provided by the project.
- To train YVECCLP project staff, home visitors, volunteers and library staff in the art of storytelling and home visiting.

Benefits Derived from Workshops:

- Increased understanding of the importance of early childhood development.

- Increased opportunity for the acquisition of needed early childhood skills used in teaching children in the home.
- Increased understanding of the importance of creativity in playing with (teaching) children in the home in child care facilities.
- Increased awareness of the effect of quality materials - book and nonbook - on young children.
- Increased awareness of the importance of providing quality services to the young child.

Publicity

Report writing as well as publicity, local and national, for this project was the responsibility of the Public Relations Office of the Northwestern Regional Library. Local publicity helped to instill a positive early childhood library image in those patrons reached. The Publicity Officer felt that if she had had a reputation in the field of early childhood education, or had been a member of the YVECCLP staff, it might have been easier to secure national publicity.

There were three important publicity target groups. The first to reach parents and babysitters, was an effort to secure left-out children as participants. In the last year, 300 preschool children graduated from this program. The second was to reach board members, library and early childhood as well as county commissioners, in an effort to create a continuous source of funding. The third target was the creation of a positive community library image on a local, state and national level.

The Public Relations Officer stated:

> I believe that the publicity for YVECCLP did as much to build a good image of library services as anything we have ever done - actually the best image. It involved parents as well as children. It showed family groups, not just story hours, but a whole range of educational effort.

An Advisory Council member felt that in spite of the local publicity given the project, the people it needed to reach, the general public, were not reached. She said:

> Through no fault of the project staff, the real worth of the project did not get to the general public (we cannot listen and read for other people, try as we may).

Publicity contributed:

- attitudinal change in library patrons and staff.
- the establishment of the importance of the early childhood library role in local community.

- the promotion of a positive image through local media, i.e., newspapers, radio and television.
- acceptance of the YVECCLP staff in the community.

Project inquiries came by mail, telephone and visit to the project. Inquirers were provided with the following information:

1. "A Child's Play Is His Work", a 20-page publication listing materials available for use with preschool children from YVECCLP.
2. "Is Your Child Getting a Fair Chance in Life?" A brochure stating "YOUR LIBRARY WANTS TO HELP YOU IN TEACHING YOUR PRESCHOOL CHILD." If your preschool child is left out of all kindergarten and Head Start programs, tell your nearest public library. There is help available through the EARLY CHILDHOOD CREATIVE LIBRARY PROJECT, which has a program for helping you to know ways of giving your child a fair chance in life through educational toys that you may learn to use in your own home. If you take care of children in your home or in a center of some kind, this equipment is offered to you too. Are you discouraged by the prices of toys these days? You may have their use FREE OF CHARGE through your public library. Just call one of the public libraries listed on the back of this folder and let the librarian make arrangements for you. TRY ONE OF THESE PLANS: 1) Set up a time for a trained worker to come to your home and work with you and your child, then leave toys for you to use until her next visit. 2) Let the library van pick up your child and bring him to the nearest public library for a Story Hour and learning session with the toys. 3) Make arrangements for your baby sitter to set a day for a worker to come to her home and demonstrate ways of learning with the toys. 4) Meet the bookmobile to get toys as well as books. 5) Ask the librarian for details of the next learning workshop. KEEP A SUPPLY OF PICTURE BOOKS ON HAND."
3. "The Toymaker" a brochure of Wooden Toys developed for the YVECCLP.
4. The July 1, 1975 Grant Proposal and October 28, 1975 Budget Amendment Request.
5. Annual Report from July 1974 to July 1975.
6. Letter - Sample:

   "LETTER TO PEOPLE WHO INQUIRE ABOUT THE EARLY CHILDHOOD PROJECT. Thank you for your interest in the Early Childhood Creative Library Project of the Northwestern Regional Library in Elkin, North Carolina. Under separate cover I am mailing a packet of materials which tell the story of the project. If this does not answer your questions, please let us know. Better still, why not come for a visit to observe parts of the project in action. We would love to share our findings with you."

For a bibliography of articles published about the project and a list of publications produced by the project, see Appendix E.

Funding

The $80,394 requested and allocated to this project by HEW-Title B over three years, did not adequately fund the project. Costs, especially travel costs, were astronomical. Inadequate substitutions were made to keep the project functioning, or that service aspect of the project was discontinued midyear, or as was often the case, the project director gave ceaselessly of her own money and/or off time.

The Executive Director was requested to furnish a summary of additional monies and/or resources contributed to the YVECCLP.

The following is his statement:

> As the YVECCLP was fully implemented, it became very evident that the two project staff and the limited libraries staffs could not provide the needed program services and that the program objectives of coordination of resources must be implemented. The following is a brief outline of resources secured and approximate value of those resources:

| Item | | Source | Value |
|---|---|---|---|
| 1. Creative Materials | (a) | Yadkin Valley Head Start | $ 5,000+ |
| | (b) | Local Businesses | $ |
| | (c) | NWRL | $ 5,700+ |
| | (d) | Davie County Library | $ |
| 2. Travel | (a) | Yadkin Valley Head Start | $ 1,000+ |
| | (b) | Davie County Library | $ 400+ |
| | (c) | NWRL | $ 3,020+ |
| 3. Home Visitors | (a) | Yadkin Valley CETA | $20,000+ |
| | (b) | Volunteers | $ 1,796+ |
| | (c) | Surry CETA | $ 5,000+ |
| 4. Clerical Assts. | (a) | YVEDDI/Antioch CWSP | $ 500 |
| | (b) | Surry CETA | $ 5,000 |
| 5. Advisory Council | (a) | Agencies | $ |
| | (b) | Libraries | $ |
| | (c) | American Library Assoc. | $ |
| | (d) | State Library | $ 720+ |
| 6. Training & Technical Assistance | (a) | Surry Community College | $ |
| | (b) | N.C. Central Univeristy | $ |
| 7. Public Relations & Information Dissemination | (a) | Area T.V. Stations | $ |
| | (b) | Area Radio Stations | $ |
| | (c) | NWRL | $ 9,200+ |
| | (d) | YVEDDI | $ 500+ |
| 8. Administration | (a) | YVEDDI | $ 5,000+ |
| | (b) | Davie County Library | $ |
| | (c) | NWRL | $ |
| | (d) | | |

| | Item | | Source | Value |
|---|---|---|---|---|
| 9. | Story Hour/Children's Librns. | (a) | NWRL | $11,329+ |
| | | (b) | Davie County Library | $ |
| | | (c) | | |
| 10. | Project Reports/ Evaluations | (a) | State Library | $ 1,500+ |
| | | (b) | N.C. Central University | $ |
| | | (c) | NWRL | |
| | | (d) | YVEDDI | $ 500+ |
| 11. | Developmental Testing | (a) | N.C. Central University | $ 185 |
| | | (b) | | |

## VI. PROJECT PARTICIPANTS

The services provided by YVECCLP encompass those of traditional library service in the circulation of books and related materials, preschool story hours and provision of workshops and staff development. The project substantially involved children and their parents who would not have otherwise entered the library's service area. In the process, the project dominated service to children. It was not a part of the library program for children. It was the library program for children with little staff, money, time left over to serve those previously served. Story hours provided by existing library staff became part of the YVECCLP statistics. The project temporarily supplied library services to the isolated, unserved left-out child. Now that no project exists and children's services staff and monies are cut to two staff members, how will all the children be served?

Project staff solicited support letters from participants. There was a final attempt to seek support for the continuation of the project and these statements reflect that bias. Most letters relate to the nontraditional aspects of the project, the Home Visitor program and the Round-up Story Hours.

Comments include:

"Kevin is now in kindergarten at Tharrington Elementary School and has done very well in all of the areas they have covered. They have studied ten colors, matching numbers to the number of objects, coloring in the number of objects that correspond to the numeral beside them.

"What Kevin has done exceptionally well with, and I know that you all deserve the credit, is with matching objects and circling the one that is different. His first excellent paper was in circling the object/thing that is different from three to four different objects."

"The most important thing children gain from this (story hour) is the social development."

"My daughter has attended for only three months and has already gained a lot through interaction with the leaders and the other children. She has learned songs, seen filmstrips, had experiences in movement, and had experience with shapes of objects that otherwise she would not have known."

"When starting school for the first time many children are fearful and cling to mama's skirt screaming for dear life. Among the numerous things story hour has achieved is relieving the first day an-

Filmstrips are an important part of home visits

xiety--for both parent and child. The children are now enjoying their experience with school and have no reason to dread it when it becomes regular."

"Help is given to families through home visits on how to motivate learning. Parents who bring their children may observe and learn along with their children."

"The visitation program has also meant as much to my child as story hour."

". . .pick him up and take him to the Charles H. Stone Library in Pilot Mountain for the story hour. It has helped him to become more self-confident."

"He was a shy-type child. He would not do anything with a group, and he would not talk out when he needed to. After attending this (story hour), he is like a different child."

For additional comments, see Appendix H.

The letters did not grant this project a stay of execution. The community and the agencies receiving YVECCP services did not band politically together and demand that its political leaders find local funds. Some letters were sent to the Governor, but for the most part a new library director was left to request money for a project he little understood of a funding agency that did not hold YVECCP as a first priority for local funds.

## VII. TESTING AND EVALUATION

The YVECCLP incorporates testing and evaluation. An initial assessment is made by the Home Visitor at the start of the project. From observation and program activities (one-to-one and group), the level of developmental skills of the child is established, i.e., can the child run, hop, skip, jump and dress himself/herself? How does he/she interact with peers, with parents, with other adults? Periodically the child's developmental progress is reassessed for further programming.

Parents help establish child's level of developmental skills

### PRE-TEST AND POST-TEST

To establish concepts and experiences of the child which the project can reinforce, a standardized test was administered - Test of Basic Experiences (TOBE), Level K. This instrument correlated to the Metropolitan Readiness Test and the Draw-A-Man Test has been used in similar programs with young children. Test items in Level K are selected from their Language, Mathematics, Science and Social Studies tests. In February 1975, the Mount Airy and the Fall Creek groups were selected for testing. These groups were pre and post-tested March 27 and May 22, 1975. The Mount Airy group was tested in homes of day care parents while the Fall Creek group was pre-tested in the public library and post-tested in the Fall Creek School. On December 5, 1975 and May 28, 1976, the Mount Airy and Pilot Mountain group were pre and post-tested. Each testing session was held in a separate room of the public library. Parents and Home Visitors served as proctors.

### RESULTS

The following overall patterns were determined during testing in project years 1974-1975 and 1975-1976. Test was provided courtesy of the Early Childhood Library Specialist Department, North Carolina Central University located at Durham.

1. More boys compassed each test group than girls.
2. 50% plus of the enrolled children performed from slightly above average to the highest level.
3. Most children have difficulty with test items relating to physical terms and properties of sound.
4. There was an increase of at least 2 points and above in the performance level of the same children enrolled in the project for two consecutive years (1974-75 and 1975-76).

5. Participation of parents as proctors helped parents achieve a positive outlook toward testing. Parents saw changes taking place in the enrolled children and were eager for their child to participate.

A review of research data on the use of standardized tests with preschoolers furnishes little support except for diagnostic purposes along with other services and assessment measures.

- Effects on the Child. The enrolled children demonstrated:
  - an increase in attention span and memory.
  - the ability to listen to and follow directions.
  - that most test items relate to known experiences.
  - that the child was responsive to the project, environment and materials used in the program.
  - that the child felt good about himself/herself, about learning, and the project in library and/or at home.
- Effects on Parents and Related Adults. Participating adults showed increased awareness and improvement in the following:
  - adult - child interaction.
  - teaching techniques.
  - attitude.
  - response to the child's learning.
  - understanding child growth, development, and behavior.

A final evaluationof the program's effectivenss cannot be determined until children who have been enrolled in the YVECCLP are tested in the first and third grades.

Recommendations

Recommendations for further study and evaluation include the following to measure effectiveness of the project on children who have been enrolled in comparison with children who did not attend a preschool program. Given the fact that children who have been enrolled in the project are the experimental group and those who attended no preschool are the control group, the following procedure is suggested:

Contact the Mount Airy, Pilot Mountain and Fall Creek Public Schools, seek permission to confer with the following:

- research staff.
- guidance counselors.
- principals and teachers

about academic performance of children who had participated in the YVECCLP project in comparison with the academic per-

formance of the control group. These conferences are to take place during the school years, grades 1 and 3 of YVECCLP children; i.e., 1975-76; 1976-77; and 1977-78 and 1978-79. Parent and child consent might be needed. Furnish each school with a list of students enrolled in YVECCLP and years enrolled.

Support evidence from standardized test scores administered while children were enrolled in the first and third grades will show developmental skill ratings, teacher ratings, scholastic or academic grades, retention and other requested data. If successful, it will support the importance of early learning, pinpoint the supportive service of the public library and the family in preparation of the child for learning. By the time a child who has been enrolled in YVECCLP reaches the third grade, most should emerge favorably.

To this point, test results, narrative data, and observations support that changes have been made in the lives of children from the start of project 1974 to date.

Provided by:

Miss Miriam G. Ricks, Director
Early Childhood Library Specialist
Department
North Carolina Central University
Durham, North Carolina 27707

## VIII. CONTINUATION OF YVECCLP

In 1975 through LSCA funds the Northwestern Regional Library replicated this HEW project in Alleghany County, the only county in its library system unserved by YVECCLP. A children's librarian (already a member of the library staff) and a nonprofessional early childhood specialist, implemented the project. The project received LSCA funding for two years; funds for both projects terminated July 1, 1977.

Whereas the continuation of these projects, in all parts and areas except Davie County, rests on the Northwestern Regional Library, the director of the library was requested to provide a statement of intended replication.

The following is his statement:

"We intend to, in so far as possible, combine the two projects on early childhood creative learning into one program serving all four counties in our Region. This program will be under the direction of Suzanne Williams. Also, we have included in our 1977-78 budget funds to add Carolyn Collins (formerly of the Alleghany ECCL) to our Regional Staff.

Our specific objectives are:

1. To reach preschool children with story hours, books, creative learning materials, and audiovisual materials in libraries, day care centers, and schools in the four-county area.
2. Special efforts will be made to reach preschool children who are not involved in other programs, with a system of volunteer transportation.
3. Distribute packets of books, toys, audiovisual materials and idea sheets to preschool centers on a regular basis.
4. To provide special packets on holiday and seasonal themes at appropriate times of the year.
5. To sponsor workshops, in cooperation with other agencies, for child care workers' and parents' or baby sitters' needs.
6. To set up, or help to organize, special programs for parents or baby sitters during children's story hours.
7. To circulate toys and educational materials (in so far as they are usable or can be replaced) with instruction sheets for suggested uses, books, and audiovisual materials through libraries, bookmobiles, and toy exchanges after story hours.
8. To support the Extension Homemakers LAP Reading Program with books, materials, and services such as programs, bibliographies, etc.

It is difficult for us to foresee all the problems we will encounter as we attempt to absorb this ambitious program into our regular regional services. We will have to stop home visits and library transportation of children because of limits of time, staff, and funds.

We hope to continue the excellence set by the Federal projects, and we anticipate a high degree of success with the capable and determined staff members who will be involved."

Verbally, the Davie County Librarian stated that project continuation in Davie County would rest on the traditional story hour and the circulation of toys provided to Davie County from the current project.

## IX. PROJECT CONCLUSIONS

The Yadkin Valley Early Childhood Creative Library Project, plagued with problems, has provided insight in early childhood development through the use of library materials and services - traditional and nontraditional. The project has reached out to the children not included in other early childhood programs and the parents of those children. It has offered opportunities for continued education in the art of parenting.

### Success

Was this project a success? Lipsman in *The Disadvantaged and Library Effectivess*, p. 141, gives the following points in determining the basic factors critical to library effectiveness.

1. Competency and effectiveness of staff.
2. Degree of community involvement and understanding of community dynamics evidenced by project.
3. Degree of autonomy exercised by project director in decision making.
4. Quality of materials used.
5. Effectiveness of publicity, or project visibility.

All the above points have been discussed on previous pages under other headings. Specific points of success include the following:

- An awareness of the public library as an advocate for services to the young child.
- Community awareness of library materials and services extended beyond the project.
- Parent involvement with their children's development and an understanding of the importance of the adult as a child-role model.
- An understanding of the importance of child's play and the tools used therein.
- Community acceptance of minority (black) teachers as authorities.

### Failures

- No affirmative action was taken in establishing a cooperatively funded materials center for acquiring, distributing and using library related materials.
- Testing techniques did not adequately measure accomplishments.
- Area covered was too vast geographically to allow for project effectiveness.
- No testing was done in Davie County. No post testing was done in 1977.

- Planning was inadequate to provide for facility in overcoming problems.

Recommendations

1. Careful investigation of geographic and economic realities prior to establishing budget.
2. Provision for hiring staff adequately trained in all areas demanded by project.
3. Demonstrated local interest and support of project prior to applying for any type of funding.
4. Provision within project for method of establishing effectiveness of visibility.

Reflections

Demonstration projects are important contributors to the growth and development of creative library services. Without them, ideas, dreams and programs that lead to a future not stagnated by tradition, "fear of change," and/or an isolationist attitude might never have the opportunity to enter the mainstream of library services.

Unfortunately communities requesting Federal funds; i.e., HEW Title II-B - Library Research and Demonstration Act, do not always understand their importance and significance to the entire library world. They, then have a tendency to concentrate only a narrow view of the total library picture. Perhaps grant applicants should be encouraged to attempt the following prior to requesting Federal funds:

1. Undertake a community analysis.
2. Involve high local political officials in writing and/or planning input in the grant proposal.
3. Request Division of State Library input in the grant proposal.

Perhaps in awarding grants the Federal Government could consider the following:

1. Have the grant proposal read by a library specialist currently working in similar geographical conditions with a subject specialty to complement the nature of the grant.
2. Provide adequate time to fairly review the grant proposal.
3. Request information from state libraries on grant proposals located in their states.
4. Provide group discussions for specialists evaluating grant proposals.

After a grant is awarded, perhaps the following could be considered:

1. Immediate on-site visits.
2. A workshop cosponsored by the Federal agency and the state library on the importance and significance of a library demonstration project for all local people to be involved in the project including community and political leaders.

APPENDIX A

## YADKIN VALLY EARLY CHILDHOOD CREATIVE LIBRARY PROJECT STAFF

Executive Director: Jimmy R. Hutchens, 1974 - 1977

Project Supervisors: Kathleen Gilleland, 1974 - 1976
Sue Sherif, 1976
Charles Pipes, 1976 - 1977

Project Directors: Alison Lewis, 1974 - 1975
Barbara East, 1975 - 1977

Assistant Project Directors: Linda Brown, 1975 - 1976
Jean Kidd, 1976 - 1977

Home Visitors: Prelette Tillman
Betty Hampton
Shirley Wilson
Barbara Wardlow

Toy Keeper/Van Driver: Brenda Presnell

Paid Volunteers:

| | |
|---|---|
| Theresa Somers | Joan Outlow |
| Brenda Thompson | Carol Gentry |
| Arlene Johnston | Cathy Dobson |
| Mildred Riley | Claretta Dobson |
| Bernice Speas | Sharon Athey |
| Linda Wagonet | Joan Gregory |

FUNDED BY NORTHWESTERN REGIONAL LIBRARY

Public Relations: Jane Carroll McRae
Mary Norman

Part-Time Storytellers:

| | |
|---|---|
| Suzanne Williams | Tom Dews |
| Carolyn Collins | Susie Linster |
| Sue Sheriff | Button Bryan |

APPENDIX B

ADVISORY COUNCIL

EARLY CHILDHOOD CREATIVE LIBRARY PROJECT

Parents:

Mrs. Margie Stimpson, Chairman
132 Lake Boulevard
Elkin, NC 28621

Mrs. Barbara Hearn, Secretary
Post Office Box 8
Elkin, NC 28621

Mrs. Debrah Dobson
Route 1, Box 43
Boonville, NC 27011

Mrs. Becky McCreary
Route 1, Box 315
Jonesville, NC 28642

Mrs. Gerri Martin
Bethel Road, Box 55
Jonesville, NC 28642

Mrs. Emma Shropshire
Route 1, Box 755
Mount Airy, NC 27030

Mrs. Scottie Wilson
Route, Box 274
Pilot Mountain, NC 27041

Educators:

Miss Grace Coppedge, Supervisor
Yadkin County Schools
Yadkinville, NC 27055

Mrs. Carrie Kirkman, Supervisor
Elkin City Schools
Elkin, NC 28621

Miss Miriam G. Ricks, Director
Early Childhood Library Specialist Department
North Carolina Central University
Durham, NC 27707

Mrs. Grace Lilly, Chairman
Early Childhood Education Department
Appalachian State University
Boone, NC 28608

Ms. Ersa McIntyre, Supervisor
Surry County Schools
Dobson, NC 27017

Librarians:

Mr. Charles D. Pipes, Director
Northwestern Regional Library
Elkin, NC 28621

Ms. Sue Sherif, Children's Coordinator
Northwestern Regional Library
Elkin, NC 28621

Miss Jean Coleman
American Library Association
50 East Huron Street
Chicago, IL 60611

Mr. David Fergusson, Director
Davie County Public Library
Mocksville, NC 27028

Ms. Diana Young, Consultant
Children's Services, Division of State Library
109 East Jones Street
Raleigh, NC 27611

Child Care Personnel:

Mrs. Jean Bingham, Director
Northwest Child Development
Mocksville, NC 27028

Ms. Sue Bleckley, Director
Home Visitor, Northwest Child Development
1621 Third Street, N.E.
Winston-Salem, NC 27101

Mrs. Joy Davis, Director
Child Care, Central United Methodist Church
Mount Airy, NC 27030

Ms. Frieda Gibbons, Coordinator
Surry County Child Development
Department of Social Services
Dobson, NC 27017

Mrs. Sara Hutchison, Director
Northwest Child Development
Walnut Cove, NC 27028

Mrs. Jo Ann Snow, Director
Regional Head Start Program
Yadkin Valley Economic Development District
Boonville, NC 27011

Mr. Jim Miller, Director
Retired Senior Volunteer Program
Yadkin Valley Economic Development District
Boonville, NC 27111

APPENDIX C

POLICIES

I. Job Descriptions

A. Advisory Council
B. Early Childhood Library Director
C. Home Visitor
D. Home Visitor Volunteer
E. Manpower Employee
F. Mobile Library Driver

II. Selection

A. Selecting "Good" Toys for Your Child
B. Toy Selection Policy I
C. Toy Selection Policy II
D. Books for Young Children
E. Choosing Books for Your Child
F. Toy Selection and Personnel Policy

III. Toy Cataloging Policy

IV. Records System

YADKIN VALLY ECONOMIC
DEVELOPMENT DISTRICT, INC.
P. O. Box 328
Booneville, NC 27011

Guidance #B 1 u
Date: October 1975

# TASK DESCRIPTION
# EARLY CHILDHOOD CREATIVE LIBRARY
# ADVISORY COMMITTEE

## I. PURPOSE

To assist, monitor, evaluate, and advise on the activities of the Early Childhood Creative Library Program as given in approved grant.

## II. MEMBERSHIP

The committee membership will follow the composition as given in the approved proposal, which will include representation as follows:

A. Invitation for Representative

1. Each local Board of Education's Superintendent
2. Davie County Library
3. Public and Non-Profit Child Development Program(s)
4. Private Kindergarten and Day Care Operators
5. Interested organizations
6. Division of State Library

B. Required Representation

1. Head Start Program - one
2. Northwestern Regional Library - one
3. Participating Baby Sitters - at least one per county be selected in a manner as democratic as possible.
4. Participating parents - at least one per county be selected in a manner as democratic as possible.
5. Participating parents and baby sitters should provide at least one-third of the membership.

C. Affirmative Action

The Executive Director shall take affirmative action to insure adequate and fair representation to reflect the various geographic and socio-economic characteristics of the area.

D. No direct Project staff, or the Project Supervisor, or Executive Director may serve as members of the committee.

## III. STAFF ASSISTANCE

The Project Director in consultation with the Program Supervisor, shall assist the Committee to secure space, schedule

I. A. Advisory Council cont.

meetings, and develop agenda.

Other Project staff will assist low-income participating parents and baby sitters with transportation to Committee functions.

The Project Director will be responsible to insure roll call and minutes are recorded and presented to the Executive Director.

IV. MEETINGS

The Committee shall meet at least every two months at the call of the Committee Chairperson. Special meetings may be called by the Chairperson as needed. Notice of meetings will be given at least five (5) days prior to meeting date. Committee meetings will follow "Roberts Rules of Order".

The Chairman of the Board of Directors and the Executive Director shall receive a copy of the notice for, meeting packages, and minutes of each meeting.

V. DUTIES

-To advise and assist Project Director, Project Supervisor, and CAA on program activities to meet the library service needs of preschool children, such as selecting materials, staff, service sites.

-To assist to mobilize and utilize available resources.

-To review and comment on project reports and evaluations.

-To monitor project activities to determine compliance with approved project program and local needs.

-To assist and advise on development of continuation of project.

-To make decisions on activities that need Committee consideration.

VI. AUTHORITY

The authority of the Committee is derived from the Board of Directors and the approved Project program. The Committee is not responsible for administration of the Project.

VII. QUORUM

A majority (51%) of the active membership of the Committee shall constitute a quorum.

I. B. EARLY CHILDHOOD LIBRARY DIRECTOR

YADKIN VALLEY ECONOMIC DEVELOPMENT DISTRICT, INCORPORATED
BOONVILLE, NC 27011

Instruction: #B 4e(59), ch. 1
October 1975

JOB DESCRIPTION

EARLY CHILDHOOD LIBRARY DIRECTOR

I. PURPOSE

To provide overall directions and implementation of the Early Childhood Creative Library Project as funded, . . . .

II. SUPERVISION

Overall supervision by the Executive Director or designee and day-to-day supervision by the Program Supervisor, who will consult with Program Advisory Committee for overall program guidance.

III. DUTIES

Be responsible for implementation of approved project. Be responsible for the sustainment and assistance of Project Advisory Committee.

To work with Advisory Committee to secure and provide training for cooperating Agencies to provide orientation, training, and follow-up guidance for enrolled parents, baby sitters, and preschool children.

To work with the Advisory Committee and library staff to select and secure early childhood development materials.

To work with Advisory Committee to develop and implement methods of pre and post-testing and evaluating enrolled preschool children.

To work with Advisory Committee to develop and implement methods of evaluating the Project and to write reports on the Project operations for review and approval of Committee and submission to grantor.

To coordinate activities with other related early childhood development efforts and programs.

To provide supervision to subordinate staff who provide group and on-site guidance and assistance to enrolled parents, baby sitters, and programs.

To research and study related projects and apply relevant findings to on-going program.

To attend required training.

IV. QUALIFICATIONS

Be able to work cooperatively with other agencies and the general public.

I. B. EARLY CHILDHOOD DIRECTOR

Be experienced in early childhood development.

Be experienced or have ability to become familiar with general operations of the libraries.

Be capable of planning and developing activities related to early childhood learning through creative and literature materials.

Be mature and responsible.

Demonstrate continuous self-initiative.

Be able to drive automobile, hold valid driver's license, and provide own vehicle for Project travel.

YADKIN VALLEY ECONOMIC
DEVELOPMENT DISTRICT, INC.
P. O. BOX 328
BOONVILLE, NC 27011

Instruction #B 4e (60)
June 1975

JOB DESCRIPTION

EARLY CHILDHOOD LIBRARY HOME VISITOR

I. Purpose

To assist Project Director in Early Childhood Creative Library Project.

II. Supervision

Under supervision of Program Supervisor.

III. Duties

To aid in planning and execution of effective preschool story hour presentations.

To visit with parents aand their preschool children in their homes in order to bring about more effective early childhood development.

To drive library vehicle part time.

IV. Qualifications

Be able to work effectively with the general public.

Have some experience or knowledge of working with very young children.

Be experienced or able to become familiar with general library operations.

Be capable of understanding and aid in planning activities related to early childhood learning through books and other creative materials.

Be capable of driving large vehicles.

Be mature and responsible.

YADKIN VALLEY ECONOMIC
DEVELOPMENT DISTRICT, INC.
P. O. Box 328
BOONVILLE, NC 27011

Instruction #B 4e (60a)
September 1976

# JOB DESCRIPTION

## EARLY CHILDHOOD CREATIVE LIBRARY PROJECT

## HOME VISITOR VOLUNTEER

I. PURPOSE

To work with children and parents in their respective communities who are left out of other educational programs.

II. DUTIES

To secure training in Surry Community College and Northwestern Regional Library.

With the aid of the Early Childhood Creative Library staff, select families with preschool children who are left out of other educational programs.

To make home visits two weeks out of month, first and third weeks or second and fourth weeks.

To share learning experiences, read or tell approved stories, demonstrate educational toys, share songs, games and finger plays.

III. QUALIFICATIONS

To be able to work with parents and children

To be mature and dependable.

To show creativity.

Have means of transportation for work.

## I. E. MANPOWER EMPLOYEE

A Personnel Policy is given to each manpower employee; however, it was felt that all areas were not covered by this general policy. Therefore, the following was drawn up to cover the gaps.

### PERSONNEL POLICY

1. Workers must be mature and dependable.
2. Must be able to communicate well with the public at all times.
3. Must stay in control of group he/she is working with.
4. Must attend staff meetings.
5. Use library in your county as headquarters/you may also use your home as headquarters.
6. Keep a record of home visits and toys checked out.
7. Keep a list of your children's telephone numbers and addresses.
8. Attend and take part in the story hours held in your areas.
9. Help with round-up.
10. Must attend workshops.
11. Report any problems to Director of Project.
12. Have a car for home visits.

Contributed in 1977 as additional information.

I. F. MOBILE LIBRARY DRIVER

YADKIN VALLEY ECONOMIC
DEVELOPMENT DISTRICT, INC.
P. O. Box 328
BOONVILLE, NC 27011

County_____
Job Site_____
Date_____

JOB DESCRIPTION

EARLY CHILDHOOD CREATIVE LIBRARY PROGRAM

MOBILE LIBRARY DRIVER

I. Job Sites

ECCLP Van
County & Town Libraries
Head Start Centers
Child Development Centers
Participant Homes

II. Supervision

Will be under the supervision of the Early Childhood Creative Library Director.

III. General Description of Duties

To make Early Childhood Creative Library Material available to and accessible to participants.

IV. Specific Duties

A. Shelve and maintain learning materials in the mobile library.

B. Charging matrials in and out.

C. Assist participants in use of basic library tools.

D. Clerical duties - typing and filing cards and overdue notices.

E. Processing - preparing books for circulation.

F. Mending materials needing repairs.

G. Help keep mobile library neat and attractive for participants.

H. Drive the van to child centers and homes and work with parents and children in using the materials effectively.

V. Special Skills Required

A. Ability to drive and hold valid driver's license.

B. Enjoying working with children.

## II. A. SELECTING "GOOD" TOYS FOR YOUR CHILD

You may often have wondered whether your child will like a particular toy or if it is a good toy to buy for him/her. Below are some things you should consider when buying toys:

1. Is it SAFE?

   Watch for too many small pieces which could be swallowed, sharp edges, and moving parts that could pinch small hands. Since children put almost everything in their mouths at one time or another, painted surfaces should be "non-toxic."

2. Is it STURDY and LONG-LASTING?

   A toy should hold up under a great deal of stress and strain and last as long as the child has any need or use for it.

3. Is it VERSATILE? Does it STIMULATE CREATIVITY?

   A child should be able to use a toy in many different ways - finding out new things to do with a toy develops the child's creativity.

4. Is it CHILD-OPERATED?

   Mechanical toys are fun once in a while, but the child's attention will be held much better by a toy that needs his abilities and imagination to work.

5. Is it SIMPLE and FREE OF DETAIL?

   The less detail a toy has, the more imagination a child can use when playing with it.

6. Is it SUITABLE to the child's AGE and STAGE OF DEVELOPMENT?

   A toy should be a challenge for a child but it should not be so difficult that the child can become frustrated with it.

7. Is it FUN?

   If a toy is not fun to play with, a child will become bored and spend very little time with the toy.

Copied from *Play is Work, Too* by Alison Lewis, first Project Director, (1974?).

## II. B. TOY SELECTION POLICY I

I. Select toys that are educational and nonbreakable.

II. Select toys according to age levels.

III. Select toys that are bi-functional in that they are fun to play with and have an educational theme.

IV. Select toys that help development:

1. Fine motor skills.
2. Sensory motor skills.
3. Gross motor skills.
4. Eye-Hand coordination.
5. Visual discrimination.
6. Visual memory.
7. Color perception.
8. Color recognition.
9. Phonics skills.
10. Language development.
11. Safety.
12. Musical instruments.
13. Stimulate creativity.
14. Geometric shapes.
15. Alphabet.
16. Number and number recognition.
17. Perception.

Contributed in 1977 as additional information by Northwestern Regional Library staff member.

## II. C. TOY SELECTION POLICY II

SAFE

Toys should have no sharp corners or "pinch places".

If painted, only non-toxic paints should have been used.

Toys should have no small parts that could be swallowed by a small child.

Plastic used in toys should be strong enough to withstand bumps and drops without shattering.

STUDY/DURABLE

Toys should be sturdy enough to withstand normally rough child usage through several circulations.

WASHABLE

Cloth and plastic toys should be washable.

STIMULATING

Toys should be colorful and interesting to capture the attention of children, and stimulate purposeful activity.

APPROPRIATE TO DEVELOPMENTAL LEVELS

Toys should suit the developmental levels of children being served.

EDUCATIONAL/CREATIVE VALUE

Toys should promote growth of language skills, social skills, creativity, concept formation, and/or gross and fine motor skills.

VERSATILE

Toys that serve more than one developmental level with a variety of uses are preferable to single function toys designed for one developmental level.

SIMPLICITY

Toys should have clearcut purposes easily understood by untrained parents and baby sitters or have easy-to-follow directions included.

Contributed in 1977 by Northwestern Regional Library staff member.

## II. D. BOOKS FOR YOUNG CHILDREN

Books are very important for young children, and reading to a child is a wonderful and warm experience even at a very early age. It can give him a good feeling about books and make it easier for him/her to learn to read. The following pages give hints for reading to children, choosing books for children, and even some ideas for books you and your child can make.

When you read to a child:

**turn the pages from the top right corner - they don't tear as easily.

**close a book when you're not using it - bookmarks are fun to use and books last longer.

**read slowly and speak clearly so the child can hear and understand the story.

**you can have fun using different voices for different characters - fairy tales are especially good for this.

**be sure and show the pictures when you read - even if it means reading sideways.

**if you or your child gets bored with the story, stop reading and do something else. Don't feel you have to finish the story - it may be more fun at some other time.

**talk about the story after you finish reading - this helps your child remember the story and the new words and ideas he/she may have learned.

Copied from *Play Is Work, Too* by Alison Lewis, first Project Director, (1974?).

## II. E. CHOOSING BOOKS FOR YOUR CHILD

Points to remember:

**a child should be able to relate to a book.

**the setting should be familiar to him or something new to learn about.

**books can help a child be happy with himself.

**books can help a child deal with fears and problems.

**books should be suitable to a child's age and level of experience.

**pictures are important in children's books, color is wonderful, but many illustrations are striking in black and white.

**characters and conversation need to be realistic.

**books can add something to a child's life.

expand his mind
stimulate his imagination
arouse his curiosity

A SPECIAL HINT: most children really enjoy books with

| | |
|---|---|
| humor | surprise endings |
| action | repetition |
| rhythm | conversation |

Copied from *Play Is Work, Too* by Alison Lewis, first Project Director, (1974?).

## II. F. TOY SELECTION AND PERSONNEL POLICY

The general considerations in toy selection include:

1. Philosophy of the program. Toys should be appropriate to the purpose of the Project whether it be recreational, educational, cultural, consumer-oriented, or any combination thereof. For instance, toys that are meant to encourage parent-child relationships should be ones that can involve both child and adult in some way. A program that stresses individual recreational enjoyment should have toys that can be used independently by a child.

2. Space. Toys can present a storage and/or shelving problem in small libraries, especially. A library will need to know that space or shelving is available or can be arranged for the toy collection. Some libraries are able to check out large items such as hobby horses or volleyball equipment; many libraries will be limited to smaller materials by space considerations alone.

3. Budget. Toys can be extremely expensive so budget considerations will invariably impinge on toy selection and raise questions: Should a few expensive, well-made toys be purchased for a larger number of more expendable items? Can a toy be produced more inexpensively by local volunteers or craftspeople?

After these considerations are accounted for, common sense should be the guide and will lead one to ask the following questions:

1. Is the toy appropriate (on the basis of age, skills, interests) to the group of children to be served?

2. Are the materials (especially plastic ones) sturdy (shatterproof)? Are the dyes non-toxic?

3. Are there moving parts? If so, are they repairable locally, or are they replaceable? If there are many parts, are they packaged properly for keeping items together? If not, could they easily be properly packaged by the library?

4. Is the toy consumable? Is it potentially dangerous?

5. If any part of the toy or game includes expendable items (score pads, mazes, tracing sheets, paper or other material for crafts), can these be bought inexpensively in volume for replacement?

6. Can the toy be cleaned if necessary?

7. Is the toy sturdy enough to be used by a number of children and to withstand trips to and from the library?

8. Is the toy versatile enough to interest a potential borrower for more than a minute or two?

One of the best guides for toy selection is to consult other toy librarians and children themselves.

Personnel Policy:

1. Ability to work independently and with initiative.
2. Experience and/or training in work with young children.
3. Willingness to work with both children and adults.
4. Desire to work with children in groups or individually.
5. Interest, active or potential, in children's books.
6. Capability and willingness to handle voluminous paperwork.
7. Musical, artistic, or any other type of creative urge.
8. Zest.

## III. TOY CATALOGING POLICY

Accessioning -

Each toy is assigned an accession number which is printed on the container as well as each separate part of the toy, puzzle, etc.

Shelf List -

Only a shelf list card is made for each item, no catalog cards. Each card contains the following information:

- classification
- name of item
- supplier
- accession number(s)

Classification -

There are seven classifications for materials in the collection:

- toys
- puzzles
- books
- records
- AV materials (s/b prints)
- filmstrips
- equipment

Circulation Cards -

Two circulation cards are made for each item: a blue card which is filed alphabetically by the name of baby sitter, library, day care center, or parents who have checked out toys; a white card which is filed alphabetically by name of toy.

Storage -

We shelve items according to major function of each. Categories are:

- alphabet and language toys
- number development
- gross motor skills
- fine motor skills
- creative and social play
- size and shape
- matching
- easy puzzles
- intermediate puzzles

## IV. RECORDS SYSTEM

Northwestern Regional Library
111 North Front Street
Elkin, NC 28621

Instruction: #ECCLP 2
Re: ECCLP Loan System
To: Agency Staff, Head Start Staff, Library Staff, Project Enrollees
FROM: Alison Lewis, Director

A. Records System:

1. All items clearly labeled as to funding source, ECCLP-HS or ECCLP-NIH.
2. Each item separately numbered.
3. One master file of all materials in card catalog in the Northwestern Regional Library.
4. One blue card file with one card per item which states branch or bookmobile assignment (numerical order).
5. One white card per item for check out from branches and bookmobiles.
6. One date due card for use of the borrower.

B. Eligibility - who may check out materials - materials must be used with preschool children.

1. Head Start and Home Start teachers.
2. Child Development teachers.
3. Parents and baby sitters of preschool children who are registered with the Project.
4. Loans to special groups approved by Project Directors.

C. Length of Loans:

1. Filmstrips and equipment - loans for one week only (cannot be checked out from bookmobiles).
2. Large unit toys and teaching kits - one month loans.
3. Toys, games, records and puzzles
   a. Bookmobile loans - until the next time the bookmobile stops.
   b. Children involved in story hours - loan will be the length of time between story hours.
   c. Library branch loans - 3 weeks - regular book loan period.

ABSOLUTELY NO RENEWALS

APPENDIX D

YADKIN VALLEY EARLY CHILDHOOD EDUCATION
REGULARLY USED FORMS

A. Project Enrollment

B. Monthly Home Visitor Record

C. Monthly Report on Activities for Paid Parent Volunteers - Home Visitors

D. Daily Time Sheet

E. Record of Children

F. Story Hour Record

G. Parent Request

H. Parent Meeting Notification

I. Advisory Council Meeting Notification

A. PROJECT ENROLLMENT

PARENTS and BABY SITTERS of PRESCHOOL CHILDREN

The CREATIVE TOY PROJECT has toys, games, puzzles and books to check out along with advice on how these materials plus a little tender loving care from you can get your child ready to enter school.

If your PRESCHOOL CHILD is not in any daily child care program and you would like him to participate in the CREATIVE TOY PROJECT through the YADKIN COUNTY BOOKMOBILE, please fill in the following:

Parent's Name_____ Telephone No._____

Directions to your house_____

_____

_____

Child's Name_____ Birth Date_____

B. MONTHLY HOME VISITOR RECORD

CHILD'S NAME_____ DIRECTIONS TO HOUSE_____ EARLY CHILDHOOD CREATIVE LIB.

BIRTH DATE_____

PARENTS_____ WORKERS_____

ADDRESS_____

TELEPHONE_____

BABY SITTER_____

| | | | | | |
|---|---|---|---|---|---|
| Date/Time | | | | | |
| Materials Used | | | | | |
| Name of Story | | | | | |
| Name of Toy Checked Out | | | | | |
| Is Child in Roundup | | | | | |
| Comments | | | | | |

C. MONTHLY REPORT ON ACTIVITIES FOR PAID PARENT VOLUNTEERS - HOME VISITORS

YADKIN VALLEY ECONOMIC DEVELOPMENT
DISTRICT, INC.
P.O. Box 309
BOONVILLE, NC 27011

INSTRUCTION # ECCLP
DATE: September 9, 1976

NAME

| Wks. | Training Sessions | CONTACTS | | No. Children Enrolled | NO. VISITS TO FOLLOWING | | | Average Time Spent | Community |
|---|---|---|---|---|---|---|---|---|---|
| | | Families | Children | | Baby Sitters | Day Care Centers | Home Visits | | |
| 1st. | | | | | | | | | |
| 2nd | | | | | | | | | |
| 3rd | | | | | | | | | |
| 4th | | | | | | | | | |

The above Home Visitor Volunteer is approved to receive his/her travel stipend of $_____.

Volunteer_____
(Signature)

Project Director_____
(Signature)

Date_____

Verso of C. MONTHLY REPORT ON ACTIVITIES FOR PAID PARENT VOLUNTEERS - HOME VISITORS

EARLY CHILDHOOD CREATIVE LIBRARY PROJECT

CHILD'S NAME_____

DATE_____

VOLUNTEER_____

_____

_____

_____

| WKS. | MATERIALS USED | NAME OF STORY | NAME OF TOY CHECKED OUT | COMMENTS |
|---|---|---|---|---|
| 1st | | | | |
| 2nd | | | | |
| 3rd | | | | |
| 4th | | | | |

## D. DAILY TIME SHEET

| MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |
| | | | | |

## E. RECORD OF CHILDREN

YADKIN VALLEY ECONOMIC
DEVELOPMENT DISTRICT, INC.
P. O. Box 309
BOONVILLE, NC 27011

Instruction: # ECCLP
September 9, 1976

_____
VOLUNTEER

CHILD'S NAME_____
BIRTH DATE_____
PARENTS_____
ADDRESS_____
TELEPHONE NO._____
DAY CARE_____
BABY SITTER_____
DUP._____ non. DUP._____

CHILD'S NAME_____
BIRTH DATE_____
PARENTS_____
ADDRESS_____
TELEPHONE NO._____
DAY CARE_____
BABY SITTER_____
DUP._____ non. DUP._____

CHILD'S NAME_____
BIRTH DATE_____
PARENTS_____
ADDRESS_____
TELEPHONE NO._____
DAY CARE_____
BABY SITTER_____
DUP._____ non. DUP._____

CHILD'S NAME_____
BIRTH DATE_____
PARENTS_____
ADDRESS_____
TELEPHONE NO._____
DAY CARE_____
BABY SITTER_____
DUP._____ non. DUP._____

F. STORY HOUR RECORD

DATE_____ WORKERS:_____

_____

| STORY HOUR LOCATION | BOOKS | NO. PRESENT | LENGTH OF PROGRAM | CRAFTS | MOVIE/FILMSTRIPS SHOWN | NAME OF STORY | NAME OF SONGS | RECORDS | GAMES/ ACTIVITIES | COMMENTS |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |



64

64A

## G. PARENT REQUEST

EARLY CHILDHOOD CREATIVE LIBRARY PROJECT

Funded by the U. S. Office of Education
Higher Education Act Title II-B
For Library Research and Demonstration

March 29, 1976

Dear Parent,

We would like to ask you to make a toy bag for your child. This bag should be approximately 12 x 18 inches of any inexpensive material with a drawstring at the top. If you do not have a sewing machine, perhaps a neighbor, relative, or friend would make one for you. This bag will be storage for your child's toy. He or she can keep the toy in the bag until the special time when you and your child work on the toy together. If the making of this toy bag would be a hardship for you, please let me know.

Thank you for all your help!

Sincerely,

Barbara East
Director

## H. PARENT MEETING NOTIFICATION

Dear Parents,

We would like to invite you to attend Parents' Night at

_____

on_____. At this time, we are hoping to explore further the aims and goals of our Project.

If you are in need of transportation to attend this meeting, please leave word at_____

_____.

Looking forward to seeing you!

Sincerely,

Linda Brown
Barbara East

I. ADVISORY COUNCIL MEETING NOTIFICATION

EARLY CHILDHOOD CREATIVE LIBRARY PROJECT

Funded by the U. S. Office of Education
Higher Education Act, Title II-B
For Library Research and Demonstration

January 6, 1977

Dear _____,

The regular meeting of the Advisory Council for the Early Childhood Creative Library Project will be held on January 12, 1977, at 11 o'clock A.M. in the Multi-Purpose Room of the Northwestern Regional Library in Elkin.

Your attendance is requested.

Yours truly,

Barbara East
Martha J. Kidd

APPENDIX E

PUBLICITY

Publicity, with complete bibliographic information was requested from the Northwestern Regional Library Public Relations Officer. The following is the provided information with additional bibliographic information where elsewhere obtainable within the time-frame of the report.

Publications:

Lewis, Alison. *Play is Work, Too: A Booklet of Ideas and Learning Experiences for Parents and Preschool Children.* Elkin, NC, Northwestern Regional Library. n.d.

Yadkin Valley Early Childhood Creative Library Project (YVECCLP) *A Child's Play: A Catalogue of Materials Available through the Early Childhood Creative Library Project at the Northwestern Regional Library.* Elkin, NC, Northwestern Regional Library. n.d.

YVECCLP. *Is Your Child Getting a Fair Chance in Life?* Elkin, NC, Northwestern Regional Library. n.d.

YVECCLP. *The Toymaker.* Elkin, NC, Northwestern Regional Library. n.d.

Filmstrips: Jane McRae

1. One on ECCLP, its purpose.
2. One on Library Services in Elkin.
3. One on Library Services in Yadkin County.
4. One on general Regional services.
5. One on Alleghany Library services.

Articles:

McRae, Jane Carroll. "CAA Library Join in Home-Head Start." *The Communicator.* June 1976.

McRae, Jane Carroll. "A Job to Do." *North Carolina Libraries.* Spring 1976.

McRae, Jane Carroll. "Left Out Pre-schoolers Get 'Natural' Education." *Carolina Country.* May 1976, pp. 12 & 13.

McRae, Jane Carroll. "Parents Discover Teaching." *Library Reporter, North Carolina State Library.* Spring 1976, p. 10.

Newspapers:

| | County | Times |
|---|---|---|
| DAVIE COUNTY ENTERPRISE | Davie | 10 |
| MT. AIRY NEWS | Surry | 12 |
| WINSTON-SALEM JOURNAL | Forsyth | 3 |
| THE KING TIMES-NEWS | Stokes | 6 |
| THE TRIBUNE, Elkin, NC | Surry | 30 |
| MT. AIRY TIMES | Surry | 12 |
| THE YADKIN ENTERPRISE | Yadkin | 15 |

County Fairs:

| Medium | Name | Dates |
|---|---|---|
| Exhibits (booth) | Surry County Fair | Sept. 74,75,76 |
| | Stokes County Fair | Sept. 74,75,76 |
| | Yadkin County Fair | Sept. 74,75,76 |

Radio Programs:

| Program | Station | Location | Times |
|---|---|---|---|
| Voice of the Library | WYDK | Yadkinville | approx. 100 |
| Voice of the Library | WIFM | Elkin | approx. 100 |
| Voice of the Library | WPAQ | Mt. Airy | approx. 25 |
| Voice of the Library | WSYD | Mt. Airy | approx. 25 |

Television Programs:

| Program | Station | Location | Dates |
|---|---|---|---|
| Midmorning Show | WXII | Winston-Salem | Apr. 75 & Mar. 76 |
| Betty Feezar Show | WBTV | Charlotte | May 76 |
| Sandra & Friends | WBG | Greensboro | June 76 |
| Southern Exposure | WGHP | High Point | August 76 |

Other:

UNIVERSITIES WORKED WITH TO SET UP CLASSES ON THE WORK OF PROJECT

1. St. Andrews College, Laurinburg
2. East Carolina University, Greenville
3. North Carolina Central University, Durham

CORRESPONDENCE AND PACKETS OF MATERIALS MAILED TO:

1. Cumberland County Dept. of Social Services, Fayetteville
2. Department of Child Development, ECU, Greenville
3. Orange County Day Care Association, Hillsborough
4. Mr. Eugene Smith, St. Andrews College, Laurinburg
5. Head Start Director, Utica, New York
6. Bell-Whitley Community Services Agency, Pineville, Kentucky
7. Day Care Coordiantor, Newark, Ohio
8. Self Help on Rural Economics & Urban Problems, Salisbury, Md.
9. Central Arkansas Development Council, Benton, Arkansas
10. Northeast Wisconsin Community Action Agency, Oconto, Wis.
11. Northern Arizona Council of Governments, Flagstaff, Arizona

BROCHURES PRINTED AND DISTRIBUTED:

1. Children's Services Brochure, distributed at fairs, 5,000 copies
2. Reprint of Introductory Brochure on the Project, for fairs

IDENTIFICATION CARDS PRINTED FOR:

1. Barbara East
2. Linda Brown
3. Betty Hampton
4. Suzanne Williams
5. Carolyn Collins
6. Norma Hanes
7. Carol Hilton
8. Shirley Wilson

SPEECHES TO CLUBS:

1. Kiwanis
2. Career Class, North Elkin
3. Surry Kindergarten Association
4. Stokes Kindergarten and Day Care
5. Head Start Parents Day
6. Woman's Club
7. Extension Homemakers

BOOK MARKS PRINTED:

1. Spirit of Six
2. You're a Winner
3. Have you Heard

VISITORS TO THE PROJECT:

1. Trish Gwyn, from Reidsville Library
2. Coy Bays and Joyce West, Bell-Whitley Community Action, Head Start and Program Writers
3. Mary Jane Anderson from the American Library Association
4. Diana Young from Division of State Library
5. Miriam Ricks, Head of the Department for Early Childhood Specialist in the Library School, N. C. Central University
6. Six students from North Carolina Central University
7. Mrs. Grace Lilly, Head of Early Childhood Education, Appalachian State University

DISCUSSION ABOUT THE PROJECT WITH SCHOOL PERSONNEL

1. Teachers - 6 times
2. PTA - 3 times

PEOPLE WHO HAVE REQUESTED INFORMATION ABOUT ECCLP

1. Ms. Ruth Lambie, Associate Professor
   Department of Child Development
   East Carolina University
   Greenville, NC 27834

2. Ms. Helen C. Supinski, Director
   Utica Head Start
   Utica Community Action, Inc.
   3 Steuben Park
   Utica, NY 13501

3. Ms. Coy Jo Bays
   Bell-Whitley Community Services Agency, Inc.
   P. O. Box 168
   Pineville, KY 40977

4. Ms. Lyn A. Heffner
   Day Care Coordinator
   3 Cameron Street
   Hillsborough, NC 27278

5. Mrs. Edwina McIntyre
   Leads Day Care Center
   261 East Main Street
   Newark, OH 43055

6. Mr. Leo McNeil, Director
   SHORE UP, Inc.
   P. O. Box 430
   Salisbury, MD 21801

7. Ms. Mary E. Frost, Director of Administration
   Central Arkansas Development Council, Inc.
   125 North Main Street
   Benton, AR 72015

8. Ms. Barbara Kakatsch, Director
   Head Start Program
   Northeast Wisconsin Community Action Agency, Inc.
   126 Mott Street
   Oconto, WI 54153

9. Mr. Mel Hannah, Director
   Division of Program Operations
   Northern Arizona Council of Governments
   P. O. Box 57
   Flagstaff, AZ 86001

10. St. Andrews College
    Laurinburg, NC 28352

11. Appalachian State University
    Boone, NC 28607

APPENDIX F

TESTING

I. Criteria for Test

II. A Testing Program to Measure Effectiveness of the Services of This Project on Children and Related Adults

III. Cognitive Impact and Developmental Testing of the Enrolled Children

Appendix F provided courtesy:

Miriam G. Ricks, Director
Early Childhood Library Specialist
Department
North Carolina Central University
Durham, NC 27707

F. I. CRITERIA FOR TEST

AUTHOR: Moss, Margaret H.

TITLE: *TOBE: Tests of Basic Experiences*, Level K, The General Concepts Test

PUBLISHER: CTBI/McGraw-Hill, Monterey, California

COPYRIGHT DATE: 1971

CONTENTS: Battery of four tests (Mathematics, Language, Science, Social Studies and a composite test of General Concepts)

PURPOSE: Measure a child's ability to derive meaning from context.
Determine strengths and weaknesses of both individual students and/or group.
Evaluate prekindergarten and kindergarten children.
Assess richness of conceptual background of children in preschool, kindergarten or first grade.
Instructional guidance (screen for).
Test experiences and concepts involving no reading.

RATIONALE: Experience and associated learning opportunities of children are varied.
Children bring many experiences to the learning setting.

DESCRIPTION OF TEST: (General Concepts Test)

a. General gross measure of a child's experiences.

b. Identifies a child's familiarity with varied basic con-concepts derived from the experiences of a prekindergarten and kindergarten child.

c. Incorporates items which appear in other four curricular tests and a limited number of items (Mathematics, Language, Science, and Social Studies), and a limited number of items which do not appear in other four tests, but which it was felt was needed.

VALIDITY: Appropriate criteria difficult to obtain.

Content validation study initiated in February 1970.

112 items (from Mathematics, Language, Science, and Social Studies tests) randomized, sent to 17 kindergarten and 17 first grade teachers to classify items and judge suitability of the items for a given subject area.

At Level K, 11 teachers returned materials. Agreement between author's classifications and those of the rating teachers.

Average scores of kindergarten children taking Level K are identical for Science, Language and Mathematics test. The average score for the Social Studies test is only one item lower.

Consistency of performance across content areas indicates that young children are simultaneously developing concepts in several areas.

VALIDITY cont.

Test items appear to have been selected to achieve on a combination of norm-referenced and criterion-referenced criteria.

Standardization group consisted of 10,300 children from all types of public and private schools from prekindergarten through second grade from all sections of country. LINC groups were included.

REALIABILITY:

Approximately two-thirds (68%) of the time, the "true" score will lie between 8.69 and 13.31 (theoretical scores).

Reliability coefficients expressed as KR 20's (Kuder Richardson formula 20) and the standard errors of measurement obtained from an analysis of the scores for the children in the reference group.

OBJECTIVITY:

Examiner gives a verbal direction and the child marks one of four pictures in test booklet.

Concepts as "Mark the" and "Turn the page" must be understood.

Directions supplemented with additional explanation.

Assistance and encouragement with young children.

PRACTICALITY:

Test contains 28 items.

WORKING TIME:

Approximately 25 minutes to administer.

DIRECTIONS:

a. Administer in groups or individually.

b. One proctor per 4 to 6 children at K Level. Attention should be given:

   1. Child's attention span.

   2. Distractibility.

   3. Lack of familiarity with structural situation.

   4. Close observation of each child by proctor and recording same.

c. One item per page at K Level.

d. Left-hand page is always emoty.

TESTS:

Test booklet and a pencil per test.

COST:

$9.25 per 30, General Concepts Test, Postage extra.

SCORING:

Done by hand with help of Class Evaluation Record (CER) or by sending test booklet to publisher.

CER per test gives proportion of children in national reference group who gave correct response.

Scoring tables convert raw scores to standard scores, percentile ranks, or stanines.

CORRELATION:

To Metropolitan Readiness Test

Draw-A-Man Test

F. II. A TESTING PROGRAM TO MEASURE THE EFFECTIVENESS OF THE SERVICES OF THIS PROJECT ON CHILDREN AND RELATED ADULTS

December 5, 1975 - May 28, 1976

The Home Creative Library Service component of the Early Childhood Library Project is based on the idea that:

(1) the education of a child begins early in life, furthermore,

(2) the public library and the parent can share this responsibility to enhance the total development of the child.

I. INITIAL ASSESSMENT

An initial assessment of the child's needs, interests, and abilities is made by the project staff, the home visitor, with the parent at the start of the project. From observation and program activities, the level of developmental skills of the child is established, such as, can the child run, hop, skip, jump, dress himself, tie his shoe, button and unbutton, snap, lace, zip and unzip and listen for a period of time? How does he express himself verbally? How does he interact with his peers, with his parents, with other adults? Every six months a rating of the child's developmental stages and skills is assessed.

II. PRETEST AND POST-TEST

To establish concepts and experiences of the child which the project can reinforce a standardized test, TOBE (Tests of Basic Experiences) was given as a pretest and as a post-test on December 5, 1975 and on May 28, 1976 with the enrolled children of Mount Airy and Pilot Mountain. Each testing session was held in a separate room of the public library. Parents and a home visitor served as proctors.

NUMBER TESTED

| Pretest, December 5, 1975 | | | | Post-Test, May 28, 1976 | | |
|---|---|---|---|---|---|---|
| Girls | Boys | Total | Location | Girls | Boys | Total |
| 3 | 5 | 8 | Mount Airy | 4 | 9 | 13 |
| 8 | 8 | 16 | Pilot Mt. | 10 | 17 | 27 |

In each location more boys composed the test group than girls. The same girls in Mount Airy and Pilot Mountain took the pretest and post-test. On the other hand, three of the Mount Airy boys and six of the Pilot Mountain boys participated in the pretest and post-test.

The test population increased by one or two for girls and four to nine for the boys. This supports the publicity and the community interest in learning to begin when the child is four or five-years-

old and the changes observed by children enrolled in the project. Parents see changes taking place in the enrolled children and are eager for their child to participate.

PRESCHOOLERS TESTED

| PRETEST | | | | POST-TEST | | |
|---|---|---|---|---|---|---|
| Mount Airy | | Pilot Mountain | Performance | Mount Airy | | Pilot Moutain |
| | | | Lowest level | | | 1 |
| | | | Low level | | | |
| | | 1 | Well below average | | | 1 |
| | | 4 | Slightly below " | 1 | | 2 |
| 1 | | | Average | 3 | | 4 |
| 2 | | 8 | Slightly above " | 3 | | 7 |
| 2 | | 2 | Well above average | 1 | | 4 |
| 1 | | | High | 3 | | 3 |
| 2 | | 1 | Highest level | 2 | | 5 |
| 8 | TOTAL | 16 | | 13 | TOTAL | 27 |

Most of the preschoolers tested performed from slightly above average to the highest level on both tests. On a whole, there was an increase in their level of performance. This indicates that these enrolled children are simultaneously developing concepts in several areas.

Most children have difficulty with test items relating to:

1. Living vs. inanimate.
2. Physical characteristics.
3. Physical terms.
4. Symbols regarding directions, and
5. Properties of sound.

These items are not a part of the child's environment. We relate the known to the unknown in relating the familiar to the child. As the parent visitor selects materials and plans learning episodes to reinforce learning in the above listed areas and developmental tasks which need further attention. If the enrolled child is weak in the developmental skill of left-right discrimination and moving to the right surely there will be difficulty with the test item relating to symbols regarding directions. In addition, the child's ability to perform this skill could effect his performance for the rest of his life - in one to one learning situations and in group settings. How does the child follow the movement calls given in the rhythm movement songs, physical education skills as in marching, fingerplays and games?

A test fails to measure all things for all people for all preschoolers. What does the child bring at the outset of the project? What is done differently at another point in the project? The project point of view is to:

1. Begin at the child's functional level and work toward the complex.
2. Progress from the motor and perceptual levels toward the cognitive.
3. Find and use the child's strongest sensory skills to build a pattern of success and achievement.
4. Work on the child's weaknesses until he achieves a normal developmental level for himself.

III. PROGRESS OF ENROLLED CHILDREN

PERFORMANCE LEVEL OF SAME ENROLLED CHILDREN FROM PRETEST TO POST-TEST

| | Mount Airy | Pilot Mountain |
|---|---|---|
| 1. Decline one level | 3 | |
| 2. Remain same level | | |
| a. Increase in points | 2 | 3 |
| b. Decrease in points | | 1 |
| 3. Increase | | |
| a. One level | 1 | 2 |
| b. Two levels | | 3 |
| c. Three levels | | 4 |
| TOTAL | 6 enrolled children | 13 |

Evidence supports increase in performance level from pretest to post-test of same year for most of the enrolled. The same is the case for the same children enrolled both the first and the second year of the project.

INCREASE IN POINTS FROM PRETEST TO POST-TEST OF THE SAME ENROLLED CHILDREN

| Increase of | | |
|---|---|---|
| 2 | points for | 3 children |
| 3 | | 1 |
| 6 | | 2 |
| 7 | | 2 |
| 9 | | 1 |

| INCREASE IN POINTS FROM PRETEST TO POST-TEST OF THE SAME ENROLLED CHILDREN | | | | |
|---|---|---|---|---|
| Increase of | 10 | points for | 1 | children |
| | 12 | | 2 | |
| | 13 | | 1 | |
| | 14 | | 1 | |
| | 15 | | 1 | |
| TOTAL | 91 | points | 15 | enrolled children |

Most enrolled children gained at least 2 (two) points in their performance level from time of pretest to post-test and from his first year of participation to his second year of participation. The child's cognitive development is the result of the child's mastery of developmental skills. Both work hand in hand or support each other. In other words, when there is a lag or weakness in a developmental skill it is reflected in the cognitive progress and success of the enrolled child.

IV. OBSERVATIONS. PROGRAM IMPACT ON CHILDREN

My observations of these children in group activity during story hour, on the van, before and after story hour, at their home and during post-test sessions support the child as responsive to the project, his environment, and the materials used in the programs.

These "left-out" children feel good about themselves, about learning, about the program in the library and at home from the home visitor and their parents. The songs they like best are requested to be sung on the van, or during play. Their relationships with peers and others are marvelous just as their togetherness in rhythmic movement and verbal skills.

Other experiences were highlighted:

a. increase in attention span and memory.

b. coordination in handling the pencil, and turning pages in test booklet.

c. listening to and following directions.

d. visual perception.

e. auditory discrimination

f. eye-hand coordination.

g. child independence, and

h. developing a sense of values.

## PROGRAM IMPACT ON RELATED ADULTS

Adult comments and observation evident following:

a. improvement in teaching techniques.

b. improvement in parent-child interaction.

c. positive attitude of parent and home visitor.

d. team approach in learning.

e. responsive to child.

f. understand child growth, development and behavior.

g. patient and a sense of security, and

h. more observant.

The program has contributed leadership skills to the entire learning team - the home visitor, the parent and the child. The emphasis on cognitive abilities and the assessment of developmental skills periodically along the continuium contributes to the enrolled child's total growth.

I recommend that these children be followed up while they are in the first grade and the third grade of school. A control group and an experimental group will be identifiable as well as varied instruments for measuring the children are being used.

## F. III. COGNITIVE IMPACT AND DEVELOPMENTAL TESTING OF THE ENROLLED CHILDREN

Cognitive impact is reflected in the varied and the different kinds of experiences designed for the enrolled children, such as experiences on the sensory level, which sensitize them to seeing, feeling, tasting, hearing and discriminating textures, or elements in the environment; experiences on the motor level as jumping, hopping, skipping, threading or cutting with scissors; and experiences on a symbolic level, develop enrolled children as they function through drawing circles, role playing, or building a fire station with blocks.

Such activities, developmental in scope, test the enrolled child's level of accomplishment in communication, social and functional motor and self-help. The enrolled children are learning how to learn. Researchers say that direct experience with objects facilitates and initiates learning. In short, it is the most profitable and shortest way for children to learn.

The chart lists (1) observable cognitive impact (left column) and developmental testing (right column for the enrolled children.

COGNITIVE IMPACT & DEVELOPMENTAL TESTING ON ENROLLED CHILDREN

| Cognitive Impact | Developmental Testing Reflects Mastery Skills of Enrolled Children |
|---|---|
| SENSORY EXPERIENCE | Identify smells, sounds, textures, tastes<br>Identify objects in environment - man, woman, child, cup, fork, spoon, chair, bird, flower, keys<br>Observe objects, close eyes, open eyes, what's missing? |
| DISCRIMINATION | Discriminate between sizes, shapes, colors, letters, numbers, people and places. |
| CLASSIFICATION: | Classify, match and sort given objects by shape, size or color<br>Identify objects, similar, different, opposite |
| MOTOR SKILLS | Crawl, jump, skip, hop, walk (on straight line, or on balance board) to music and directions<br>Thread, cut, draw or trace on a line |
| VISUAL-MOTOR | Identify parts of body<br>Identify by pointing to or matching major visible parts of body |

| | |
|---|---|
| RECALL | Demonstrate linguistic ability in classification, reasoning, spatial relations, sequence and memory (example: tell experiences or simple events in sequential order. Use sentences.) |
| SIMPLE RELATIVE CONCEPTS | Relate concept of weight (heavy and light), temperature (hot and cold), size (large and small) |
| LANGUAGE | Speak clear enough for a stranger to understand |
| SELF-IMAGE (esteem) - SOCIAL AND EMOTIONAL | Know name, age, home address and parent's name |
| SELF-EXPRESSION | Increase in vocabulary<br>Recite rhymes, short verses, fingerplays<br>Sing songs from memory or make them up |
| (Symbolic level) | Use words to describe images in pictures<br>Draw or role play conception of words as sad, happy, lonely, surprised<br>Experience images with words. |
| LISTENING | Sit through complete story selected for age group<br>Listen to story read and look at pictures which follow (accompany) the story |
| PROBLEM SOLVING | Persist on problem-solving games (as matching games, puzzles) or sit at chosen task until completed, or at least 15 minutes |
| SELF-HELP | Dress self. Put on and remove clothes with help on hard parts<br>Fasten, buckle, lace, zip, knot with minor help.<br>Tie a bow on shoes |
| SOCIAL AND EMOTIONAL | Able to separate from mother without crying<br>Relate positively to adults - ask for help, ask approval, not overly dependent<br>Relate positively to children<br>Play in groups (two or more children)<br>Observe rules in a game or in competition<br>Share toys and materials with other children |

The enrolled children demonstrated an increase in attention span at each testing. Children viewed a picture for a longer period of

time in May than they did upon entry in the program. Enrolled children identify sounds more accurately because their listening ability increased. As a result, he scores higher on areas in tests for he devotes longer time at performing as well as more of the items relate to his experiences.

Through the home visitor and the parent-child components, the enrolled children increase their vocabularly and oral communication skills. Parent-child, child-home visitor interaction is increased. The child discerns the adult as a human resource in problem solving. This helps children to relate to others in a group situation, and to prepare them for formal school work or readiness skills.

The cognitive impact and developmental stages for the enrolled children proceed in stages. Each stage is different from the previous one, as it evolves from the other. Furthermore, each child goes through the developmental level in his own way and at his own rate or timetable.

Miriam G. Ricks

APPENDIX G

ADVISORY COUNCIL WRITTEN COMMENTS

1. EVALUATION OF THE CREATIVE LIBRARY PROJECT

SUCCESS

I believe the one single greatest accomplishment of the Creative Library Project was to make educational equipment and toys available to private Day Care Centers and to baby sitters. Large numbers of children were able to use and learn from these materials only because the Project made them available. It would have been impossible for the private center or baby sitter to provide such equipment because of their limited budgets. Not being completely restricted by income levels was an important asset to the Project, too. Many of the Early Childhood Educational Programs are only available to low-income families, but this Project was aimed at serving ALL "left-out" children, those children who were not included in an early childhood educational program, not just how low the family income was!

ADVISORY COUNCIL

It has been very difficult for me to determine just what the role of the Advisory Council has been during this entire Project. I have been involved in the Project since the planning stages, but have done very little advising. The group known as the "Advisory Council" met every two months, more or less, to hear what had been done and what was going to be done. The meetings were more of reporting sessions. I believe this was largely due to the fact the membership of the Council was in constant change; most members not knowing what their function really was. I have the opinion we had an Advisory Council just for the sake of having one to meet some requirement and not for any functional purpose.

RECOMMENDATIONS FOR THE FUTURE

I think the main concern now is to keep the materials available for use by the private child care programs. I would think a check-out through the library would probably be the best way to handle this. Perhaps the Surry County K-Day Care Association could be of assistance in letting the Day Care staffs know what is available in this particular county. It appears the Regional Library would feel some responsibility to treat these materials much the same as they do books as far as repair and distribution are concerned.

EVALUATION OF THE TESTING

All I know about the testing program is what was reported at the Council meetings. It was reported to be very satisfactory and I do not have any opinion otherwise.

FAILURES

I feel the greatest failure was in the structure of operations of the Project and this influenced every other aspect of the Program. I believe if a single agency had had the Project from the beginning the Project would have run more smoothly and would have had greater total success. Lack of direction from one administrator was certainly a handicap and caused frustration on the part of everyone involved in the Project.

2. CRITICISM

I. I think that overall this program had a very positive effect on our county. The parents who were included were grateful for the work done by the Project personnel and realized what the benefits were.

II. Since testing was not done in this county, I cannot offer a concrete statement on how much the child development work accomplished, but I know it helped introduce the children to new social situations and different people.

III. I also know it gave them a positive introduction to the library. There was time allotted weekly at story hour to check out books which resulted in a good circulation.

IV. I cannot praise Barbara East, the program director, enough. The personal sacrifice on her part amazed me. Jean Kidd and Linda Brown were also outstanding. I believe Barbara's approach was professional and knowledgeable, and I think she handled the managerial end of the job well.

V. There was a certain amount of flexibility in the program which was good and bad.

a. It was good because when problems arose or a new tack had to be taken, there was no difficulty.

b. It was bad because some of the flexibility was the result of a lack of publicized and clearly agreed upon objectives. As we said the other day, there may have been some but no one was positive of what or where they were, to my knowledge.

VI. Another major negative criticism of mine is that the program was spread too thin. The toys and materials ended up in short supply and in bad shape. The area covered was too large in my opinion for effectiveness. Our county caused worse overextension because of the distance involved.

The people in the program had too much area to cover and too much to do. Whereas I think Barbara and Linda or Jean could ideally have handled a smaller area, they spent too much time traveling and training others.

VII. In the same vein as training others, I think Barbara East had to spend too much time training Manpower workers who were in actuality not prepared or well enough educated to handle the job,

at least in the amount of time available. And I think we should consider the possible consequences of this.

VIII. I am not too sure the Advisory Council realized its actual importance or if such importance existed. It would have helped if their role were re-emphasized periodically and if Mr. Hutchins had met with them early, or better yet, on a regular basis because no one was quite sure what his powers were in relation to theirs.

IX. In the earlier stages of the Project, I do not think Davie County got its fair share of time and materials. The situation improved eventually, but again, I question if our inclusion in this Project in this geographic grouping was a good thing.

X. For someone doing a similar Project, I feel that emphasis on working with the parents be stressed. Perhaps workshops on parenting or using the materials would have been an effective replacement for some of the more expensive home visits.

XI. There were occasional problems with personnel. Some of the Manpower workers did not pan out, which, in a program where time is limited and the Project's small staff was doing the training, created a problem. The original program director I think did not feel comfortable and was not prepared for the job. I don't recall being consulted about her employment, and I suppose I should have been.

XII. Generally speaking, it was unfortunate that those in charge of parts of the Project from time to time, myself, Miss Gilleland, Mr. Pipes, Ms. Sheriff, did not have an opportunity to either see it through or receive a full background report. I do not know who is at fault here, but again specified goals, well known to all including the Advisory Council, would have helped.

XIII. Policies regarding materials should be carefully planned in advance of future projects -- a large amount of the money spent went for materials.

XIV. Many of the measures which have been implemented on quick notice were the result of efforts by Mr. Hutchens. I know how committed he was to the Project and certain parts of the Project would have failed without his interest and help. Nevertheless, as people concerned with the Project kept turning over (see XII), he was virtually the only one with his hand on the pulse of the whole operation from the beginning, and as such I feel could have added more coherence earlier.

XV. The program emphasized its own importance to me as it progressed. An upper middle-class youngster will in probability have no great problem learning to read if he waits until age seven. A child from a poverty background, or I should say a background devoid of familiarity with or an acceptance of reading or educational preparation, needs this preschool development as a matter of course. That is why I feel the parenting end should be emphasized in future projects.

3. EARLY CHILDHOOD CREATIVE LIBRARY PROJECT

STRENGTHS OF THE PROGRAM

1. A director who was a trained teacher in Early Childhood Education.
2. Staff members of Project who were for the most part understanding of child growth and development.
3. In terms of sheer numbers of children involved, the results are impressive.
4. Often I feel that the population that was reached by this Project couldn't have been reached in any other way.
5. The fact that parents were taught why the toys were used is a very positive factor.
6. The lending of toys to day care centers was another plus
7. Children will get parents into the library and this begins to establish a good pattern.
8. A very positive feature to me is that the Project trained workers who often had less than high school education; this very fact means that there is a spin-off effect that is completely immeasurable in value.
9. Remarkable number of materials assembled when viewed in terms of funding level.
10. Involvement of parents was commendable.

WEAKNESSES

1. Through no fault of the Project staff, the real worth of the Project did not get to the general public (we cannot listen and read for other people, try as we may).
2. No funding was found to continue the Project on any scale.
3. No testing techniques were found that adequately measured gains made.
4. Transportation was a problem, funding was not adequate for this component.
5. Much "educating" must be done for those who don't realize that the vicious circle must be broken somewhere, good experiences must be provided for those who have never had a book, a crayon, a pencil or a toy.

4. COMMENTS

As a citizen of the region served by the Northwestern Regional Library in Elkin, N.C., and Director of a Child Center for preschool and multi-handicapped school-age children, I would like to express my appreciation to you for the guidance you have given the Advisory Council of the Early Childhood Creative Library Project. Having a person with your experience and knowledge serving on the Council was a great asset.

Our Child Center operates as a nonprofit organization, and is offered entirely as a community service. Our fees are $30 per month or $3.50 per day. Central United Methodist Church furnishes the building and utilities. All monies received for tuition go for staff and supplies. Our goal is to teach and prepare children for school rather than just babysit. Some of our teachers are certified and all of them participate in work shops and any training that comes available. They, therefore, realize the importance of good teaching materials such as Language Development Kits and Toys to develop Motor Skills and Reading Readiness. Being able to use the toys and learning kits from the Early Childhood Creative Library Project has been invaluable to our Center. We could not have purchased such a good collection of materials and have provided, at the same time, the good teacher-pupil ratio which we have. By attending the work shop where different kits, such as the Peabody, were demonstrated, our staff members were able to determine which they preferred to use with their class. Being able to use the materials and toys from the library in our class rooms helped us in spending our limited budget for such items, to better advantage. Having served on the Council I feel that the Project was very successful in terms of what was accomplished with the children, parents and Day Care Centers' staff, however, the mechanics of the Project seemed to need more study, in order for the program to run more efficiently.

I enjoyed serving on the Council and feel that our area has been fortunate to have had this Project available.

Member of Advisory Council

APPENDIX H

LETTERS FROM PARENTS

Route 1
East Bend, NC
April 14, 1977

Mr. Charles Pipes
111 N. Front Street
Elkin, NC

Dear Mr. Pipes:

I am writing to try to get help to continue the program at Fall Creek School on Wednesday afternoons sponsored by the Northwestern Regional Library. My daughter has attended for only three months and has already gained a lot through interaction with the leaders and the other children. She has learned songs, seen filmstrips, had experiences in movement, and had experiences with shapes of objects that otherwise she would not have known. I feel that this is a very educational program for this community where there are no other ones for our preschool children and that it should be continued if at all possible.

Sincerely,

Route 1
East Bend, NC
April 15, 1977

Mr. Charles Pipes
111 North Front Street
Elkin, NC

Dear Mr. Pipes:

I am writing to you as both a concerned parent and an educator. My son has been attending the story hour here at Fall Creek for nearly two years and I can see firsthand how much it has done for him.

When starting school for the first time, many children are fearful and cling to mama's skirt screaming for dear life. Among the numberous things story hour has achieved is relieving the first day anxiety -- for both parent and child. The children are now enjoying their experience with school and have no reason to dread it when it becomes a regular thing.

Not only are they becoming accustomed to a school situation but the children are also learning how to get along with people their own age and how to cooperate in a group situation.

The children also enjoy the stories, songs, dances, films, and the multitude of other activities their teachers create. Now is when the youngsters are more receptive to new ideas and they can only benefit from this experience.

If there are funds available to continue this operation, I can think of no way they could be better used.

For the benefit of my son and all the other children involved, I ask that you do all you can to help this program survive.

Sincerely,

Mount Airy, NC 27030
October 15, 1976

Mrs. Barbara East, Director
Early Childhood Creative Library Project
Northwestern Regional Library
111 N. Front Street
Elkin, NC 28621

Dear Barbara:

I am writing to pay a compliment to ECCLP for the work that was done with Kevin, both through the Home Visits and the Story Hours.

Kevin is now in kindergarten at Tharrington Elementary School and has done very well in all of the areas they have covered. They have studied ten colors, matching numbers to the number of objects, coloring in the number of objects that correspond to the numbers beside them.

What Kevin has done exceptionally well with, and I know that you all deserve the credit, is with matching objects and circling the one that is different. His first excellent paper was in circling the object/thing that is different from three to four different objects.

I hope that your objectives will allow you to continue in these areas with four and five-year-olds. It certainly will prove helpful to them when they are in school.

I will continue to work with the Advisory Council and if there is anything I can do for you or the Project, please let me know.

Sincerely yours,

Route 2
Pilot Mtn., NC
April 27, 1977

Dear Mr. Pipes,

I have two daughters who have been attending story hour at the Pilot Mountain Public Library. This is a very worthwhile program. My girls enjoy seeing and being with all the children. They look forward to hearing new books and stories and seeing the films. It's surprising how much they learn from these sessions. They go around the house singing the songs they learn. I could go on and on telling you the good things about story hour. It has meant a great deal to my children socially and educationally.

I hope that new funds can be made available for such a worthwhile project. It's such an opportunity for children this age.

I would also like to thank you for your efforts in making available the story hour and visitation program we have so greatly enjoyed.

The visitation program has also meant as much to my children as the story hour. It would be wonderful to have this continue also.

Let me know if I can help you further on this matter.

Cordially,

April 22, 1977

Mr. Charles Pipes
Northwestern Regional Library
Elkin, NC 28621

Dear Mr. Pipes,

I want to let you know what I think of the Early Childhood Library Project - Story Hour.

My little boy is now 5-years-old and has not been out to any type day care center. He has one older brother in school, so he was left home. Back in the fall, September, I started taking him to the Mt. Airy Library Story Hour, which has proved to be real helpful. He was a shy type child. He would not do anything with a group, and he would not talk out when he needed to. After attending this, he is like a different child. It has really helped. He enjoys the songs, counting, learning colors, checking out books, and most of all the home visits.

I think this is a very good program for 3-4- and 5-year-olds left out of Day Care before they can attend Public Kindergarten. They all look forward to coming. It gives them a little early training, they otherwise would not have had. After working with some other children myself, I see how much my little boy needed this.

Sincerely,

Elkin, NC
April 14, 1977

Dear Mr. Pipes:

The Northwestern Regional Library, for the past three years, has had a weekly story hour for children ages 3 - 5. For many children "story hour" has been their first library experience. Had the van service not been provided, some children would not have had this opportunity.

The instructional value during story hour is superior. The program is centered around learning through well-planned, supervised play and fun experience. The children are taught not only about books and how to use the library, but music, art, social behavior and independence.

The instructors are very important to these children. The children love and respect their teachers. Under this kind of leadership, these children are getting a wonderful start in their attitudes toward learning.

The preschool years are very important. At this early age, children are very curious about everything. They demand to know the answers to their many questions. They must have good opportunities in the home and outside the home. The Elkin Library and "story hour" provide an excellent opportunity for learning. Help is given to families through home visits on how to motivate learning. Parents who bring their children may observe and learn along with their children. My three children and myself have been regular attenders of this story hour. We look forward to this each week.

Now it is ending. Why? Why stop an excellent program?

Story hour is a federally funded program. Hopefully Governor Hunt will use his influence on our Senators and Congressmen to continue this worthwhile program. In his campaign platform, Governor Hunt placed early childhood education at the top. To me, story hour, under this title program is too valuable to stop. So why stop? We would all like to know the answer.

Sincerely,

East Bend, NC 27018
April 13, 1977

Dear Mr. Pipes:

I teach kindergarten and receive many children who have attended Story Hour here at Fall Creek. I would like to see the program continued. It is very educational and the children enjoy it so much. The most important thing children gain from this is the social development. Social development is very important to a child at this age.

I very strongly recommend that you continue this program. In my opinion, it is excellent.

Thank you,

no date

Dear Mr. Pipes,

I am writing concerning the fact that someone thinks that the libraries are not helping the children very much. I would like to share with you what I think about the visitation program and the story hour. How it has helped my son, Chris! He is 4-years-old and before the visitation program started he was very shy and backward and would not talk to anyone.

Mrs. Arlene Johnston began. . .home and every Friday she would come by and pick him up and take him to the Charles H. Stone Library in Pilot Mountain for the story hour. It has helped him to become more self-confident. It has helped him to learn colors and some of his numbers. He looks forward to the time when he can go to the library and also the day Mrs. Johnston comes to read him a story or show him a little film. They also sing and talk a lot.

I think this Project is a great one and I would hate to see it be stopped. I think it helps to get children ready for kindergarten. I think it is great!

Sincerely,

Route 2
Pinnacle, NC 27043

Glade Valley, NC 28627
April 29, 1977

Mr. Pipes, Director
Northwestern Regional Library
Elkin, NC 28621

Dear Mr. Pipes:

This is in reference to your program's involvement in our Head Start Center in Alleghany County.

For the past three years our children and staff at New Hope Center have looked forward to the regular visits from the "People from the Library."

I have not been able to be in the Center as much as I would like, but it has been refreshing for me to hear the staff and children talk about the effect your program has had on our children.

The talented young people have related exceptionally well to the children and have given ideas to our staff which have been very helpful.

Again, I wish to say "Thank You" to you and your staff for your kind consideration in making our program more effective in meeting the needs of low-income children.

If I can be of any assistance to you or your staff, please feel free to call on me.

Sincerely,

April 26, 1976

Dear Mr. Pipes,

I would like to thank you for all you are doing to save Story Hour. I pray your visit with Governor Hunt can alter the dilemma.

I feel Story Hour is very beneficial to the preschool children of our State.

My daughter, who is approaching four, has been a member of the Mt. Airy Story Hour since two years of age. I give the instructors, the most highest of praise. There is no way to explain what this program means to this child. It saddens me to think my son's preschool days may go by without this opportunity.

It seems so extravagant of our government to end Story Hour. The materials and instructors already are organized. This program is not a waste of taxpayers. The waste will come if the books and toys are not being used. The capacity of the waste will be the minds of the children.

"One who loves Story Hour"

no date

Dear Mr. Pipes,

I wanted to write you and let you know how much the library has helped my little girl. She can count, and can name her colors and sing songs. We really look forward to going to story hour on Fridays at the library in Pilot.

The home visitor reads to Lisa and treats her so nice. Thank you for having the home visitor visit and for having the story hour on Friday. Lisa has learned so much, since she has been going.

Sincerely,

no date

Dear Mr. Pipes:

I have a 5-year-old girl going to the school at the library. I was buying a book just about every week which ran into quite a bit of money. One day I asked her to let's go to the library and see if we couldn't check out books instead of buying, so we started going about every two weeks. One day we were there when the program was just over. Nancy asked why didn't I bring Sonya to the program called story hour. I took Sonya the next Wednesday morning which she liked very much and wanted to go back. She told everyone she was in library school. You can look at the card and see how many books I have read to her. It is just amazing what Jean, Barbara and the other lady, have done with those children by telling stories, showing movies and singing.

My child will be going to kindergarten in the fall but I sure hate to see the program discontinued for the other children. I feel like my 5-year-old already knows what my boy did by the time he was through first grade but he didn't go to library school nor kindergarten. They tell me just a lot of high school students can't read but with programs like the one at the library they are introduced to books and learning at a very early age which will get them interested and ready to start school. If any way possible, please try to get help so the program won't have to be discontinued.

Sincerely,

P.S. She knows her ABC's. Her numbers. She can already print a lot of names, use scissors, and color pictures. Sing songs, know her shapes, she is also begging to start a little adding. This is a sample of what they have done for her in the past 16 months, which is how long she has been going.

no date

Dear Sir:

I have been carrying my two girls, Yonna, age 5, and Sonya, age 3, to the reading hour at the Charles H. Stone Memorial Library in Pilot Mountain every Friday. I think this is the greatest thing ever. Also a home reader has been coming to our house to see the girls. I hope this program will continue. I can really see a difference in my kids. This is a great, great program.

Sincerely,

Rt. 2
Pinnacle, NC 27043

I applaud the ladies working in this program!

Mt. Airy, NC
no date

Mr. Charles Pipes
111 North Front Street
Elkin, NC

Dear Mr. Pipes,

Regarding the programs at the library for preschool children and also the program for the summer in which the two ladies studying to be teachers held a program once weekly, in my opinion both of these programs helped my two children tremendously. It has also learned them to be more at ease with a teacher in public schools.

Let's try to keep something similar to these programs in the library for our youth! They are the adults of tomorrow.

Sincerely,

State Road, NC 28676
Route 1
April 21, 1977

Director
Northwestern Regional Library
c/o Elkin Public Library

Dear Mr. Pipes,

I was disturbed to hear that funds for the story hour program were being stopped. Both my daughters have attended story hours at the library and what they have learned has been immense. It is a thrill for them to have a regular program just for them. They learned that a teacher has fun things for them to repeat to their mother. They learned to leave their mother for a short while. They learned to listen, and when they listened they learned.

My three-year-old, Emily, repeated a very detailed *Peter Rabbit & Mr. McGreggor* story to me after she heard it at story hour! It is a shame not to have such an important program for preschoolers. Maybe you can find funds somewhere.

Sincerely,

no date

Dear Mr. Pipes,

We have a three-year-old son who attends Fall Creek School Story Hour. Willie has really learned a lot, and enjoys it very much.

We were really disappointed to hear of the cancellation of story hour and the van. Even without the van the attendance has still been very good though.

You should see how the children listen and really give every minute of their attention to their teacher. He is very excited about attending, and talks about story hour all week long.

They teach the children their numbers, letters, colors and give them reasoning problems to solve; also how to get along with each other which is very important.

This one hour impresses him so much. Every morning he wants to know if it's school day. It makes him interested and anxious to go to school, which we feel is very important. This program is very important to him and to us. We really hope it will get to continue.

Sincerely,

State Road, NC
April 16, 1977

Dear Mr. Pipes,

I've been taking my little girl, Lorie, to the Elkin Library for about 7 months. She will be 4 in May. She enjoys it very much, the songs, stories, checking out books and records, and being with other children her own age. They told us the progran will be ending in May. I would like to see it continue, if possible. Lorie is learning her colors, numbers and ABC's because of the girls that help at the library.

Sincerely,

no date

Dear Sir,

My little girl goes to the Early Childhood Library program at Fall Creek School. I think it is a fine program, it has helped her an awful lot. She has learned a lot already that I think will benefit her in her school years. My son also went to the library program at Fall Creek. They not only learn, but also they love to go. My little girl looks forward to going every week. It's something she talks about from one week to the next.

It would really be disappointing to her and also to me if it were discontinued. I hope your people will reconsider.

Sincerely,

Jonesville, NC 28642
no date

Dear Sir:

Please do not consider cancelling the funds for the library story hour for our preschool children. This is one of the best programs my child has had the opportunity of participating in.

From conception on, the human brain grows at an explosive rate which is continually on a descending scale. At birth the child's brain makes up 11% of the total body weight, while in adult's it is only 2.5%. The whole process of brain growth is complete at the age of 8. When the child is 5, the growth of the brain is 80% complete.

My daughter has been able to read since she was 2 years old. Her ability to absorb information is unparalled and the desire to do so is higher than it will ever be again. It is ironic that when a child is older we'll tell him how foolish he is for not wanting to learn. When we are the ones who held his mind captive at the essential time.

Teams of brain surgeons, neurologists, and therapists discovered that children with injuries to the brain can and are reading at the age of 16 months. Some of these children with only half a brain have much higher IQ's and even in the genius area as compared to normal children because they have been taught at early ages to use their brain.

The story hour program provides so many opportunities for normal children to learn to read, adjust to new experiences and create. Visual perception, visual memory, auditory discrimination, eye-hand coordination are important at this age. Unfortunately most parents do not know or don't take the time to properly educate their chil- at home. The majority of parents are uneducated themselves.

North Carolina has far too many illiterate people. This State is known for its lack of education. I have lived in Michigan and Texas before moving here. I must say it should be one of the first priorities in this State to uplift and reinforce all education.

Please do not deny our willing and needing children of the opportunity to learn. It is our duty.

Sincerely,

April 21, 1977

Dear Mr. Pipes,

I am another one of the concerned mothers about the "Story Hour" for the small children in the Mount Airy Public Library. I hear it will no longer be in progress after May.

This preschool method has helped my child in very many ways, and I am hoping you could put it into consideration that once this is

stopped this will hurt a child with their behavior in starting school.

I hope this will encourage you to do something if you possibly can. Think about it if it was your four-year-old. Ask your self what you would do about it.

Thank you,

"Just a Concerned Citizen"

no date

Dear Sir,

I understand the story hour program at the Mt. Airy Library will be discontinued in May.

My daughter has only recently begun attending, but as I sit there and see how well these ladies work these children, and the number songs and movies they do, I was really looking forward to what she could learn from this program. I can see what these children can do and know compared to others who don't attend.

I would very much like to see this type program continued, because our children are our future and I don't think money on this program is wasted. It's an investment in our future.

Sincerely,

May 3, 1977

Dear Sir:

I think as a parent of a four-year-old it is very unwise of the government to discontinue the story hour program at the libraries because the children learn so much.

We are financially unable for her to attend a day care center or play school so I think it is unfair to take away the only means she has of learning the things that will help her of being on an equal level with the other children that have attended play school when they enter kindergarten.

Sincerely yours,

no date

Dear Mr. Pipes,

I am writing to you about the story hour at the Mt. Airy Library. I think it is a very good project. The children learn to get along with other children, to be quiet, to take part in the story hour. They have learned colors, numbers, (some) ABC's and songs.

My child will not be going to story hour next year, if you have it, she will be in kindergarten but I am thinking of all the other children who would get a lot from it. I hope you can continue the program.

Thank you,

APPENDIX I

YADKIN VALLEY EARLY CHILDHOOD CREATIVE LIBRARY PROJECT STAFF

and

NORTHWESTERN REGIONAL LIBRARY STAFF
WRITTEN COMMENTS

1. INFORMAL COMMENTS ABOUT THE EARLY CHILDHOOD CREATIVE LIBRARY PROJECT

ADVISORY COUNCIL

It has been said that the Advisory Council was not of much value to the ECCLP. I can look back on everything that happened in these last two years and say that I do not feel that way about the Council. I had great respect for their opinions as professional people. I realize now as the Project comes to an end, that more progress could have been made if the members had a clearer picture of what their duties were and more in-put on the part of the Executive Director. I can honestly say that I thought the Council was doing fine. They accepted everything that we presented and discussed ways of trying to help the project.

Having parents on the Advisory Council was a good idea and it worked, up to a point. Some parents worked as chairman and secretary for several months while other parents attended a few times, failing to understand fully what the meetings were all about. I really feel if parents could have met together in their own council and presented their needs to the head of the Advisory Council, things would have moved right to the top. But, as I said, we did not know any better and thought everything was going along smoothly.

The parent who was chairman the first year did not always understand what was going on, but she was brave. She gave us more help than anyone could ever imagine. She contacted parents, would get them to parent meetings, took charge of refreshments, calling parents to help. She would help with Story Hours whenever she could and made a T.V. appearance with us in High Point. I think giving her this position made her feel important to the Project.

After the first year, the parent idea seemed to fade away. All five-year-old children could attend kindergarten and the interest was high in parents, but in a different way.

PARENT WORKSHOPS

Good Points:

1. Parents were able to express themselves freely.
2. Parents understood the project goals because of these workshops.
3. Parents learned how to teach their children at home.
4. Some parents became more creative in dealing with their children.

5. Greater interest in the Project was stirred up through the workshops.
6. Parents began to bear the expense of the refreshments, getting them involved in taking their responsibility for the success of the Project.
7. Parents exchanged toys at the workshops, eliminating some of the travel expense for the staff.
8. The workshops were great social hours for many of the more "closed-in" parents who had few contacts outside the home.
9. Most of all, the parents were involved in a learning situation themselves, which helped their children a great deal.
10. The workshops stimulated interest in reading, both adult material for the parent to read, and children's books to be read by parents to the children.
11. Parents learned that children can be taught through simple everyday experiences.
12. Fathers became interested in teaching their children.
13. Shy parents learned from the more out-going ones.
14. Parents began to realize the importance of spending time with their children at an early age.

Bad Points:

1. We were unable to enlist the parents who needed it the most.
2. We never knew how many would be present.
3. On one occasion staff members bought refreshments and only one parent came to the meeting!!
4. We were having the meetings once a month, which seemed to be too often for the parents.
5. Meeting once a month was also too often for the staff, for that meant 6 meetings a month at night, in addition to all the other sessions.

Solution:

We used holidays as meeting times, inviting parents to watch their children perform. We did activities that parents could learn and participate in. At this time we would give them any information necessary, very briefly. Home Visitors would then follow up with more information.

## THE SUCCESSES OF THE PROJECT

The Home Visitors program gave parents a sense of security. Not every parent can afford to send their children to private Day Care Centers and many of them felt that their children were too young to attend. Many three and four-year-olds could not attend Head Start because of their family income. The Early Childhood Creative Library Project took the place of these centers. The parents and children looked forward to these visits. The joy on a child's face as the teacher paid attention especially to him in his own home, was proof enough.

Our job is to stimulate an interest in learning. I feel that this was accomplished. A greater interest in reading books has been developed, in both parents and in children. The children would tell their teachers if their parents failed to read to them. Parents began to use the library on their own for themselves.

The children had work sheets to do and looked forward to showing their teacher what they had learned. Toys were picked out for children according to their needs as closely as possible. This was a great joy for most parents to have a different toy each time. Not only did the child learn through play, but the project also cut down the expense of buying toys for the children. Many teacher-made materials were used in working with the parents. Many fathers were encouraged to spend more time with their children. They supported the Project heartily.

Successes of Story Hours

1. They provided group experience.
2. They provided parent involvement.
3. They provided a chance to visit the library each week as a reinforcement to the activities given by Home Visitors.
4. The Carry Van made it possible for children to attend the library who would not have had the opportunity otherwise.
5. The children were taught responsibility in taking care of books.
6. The children became familiar with the library, respect for the library and its services.
7. The children learned how to accept discipline from someone other than the parents. (I must say we did not have too many problems.)
8. Children learned to listen and to take turns.
9. Children discovered that learning can be fun, not something distasteful.
10. Parents were given a needed social outing in bringing their children to the library. (Some parents enjoyed participating in the Story Hours, while others used this time for social contact with other parents.)

REGIONAL SUPPORT OF THE PROJECT

Miss Kathleen Gilleland's support of the Project from its very beginning had a great deal to do with its success. She worked with YVEDDI in writing up the Project and was actually the director of it. She allowed the Public Relations staff of the library to write reports and letters, and plan extensive publicity and supportive brochures and booklets necessary for the success of the Project. No other project ever received so much good publicity - by radio, T.V., newspapers, bookmarks, flyers, club meetings. If the people did not latch on to the Project until it was too late, it was not the fault of the Public Relations staff.

I have had a great deal of problems with the staff, which seemed to follow the rule of this Project, but as a final comment, I have been very fortunate to work with cooperative, honest people. They would sometimes get anxious about problems and it was difficult at times for them to put up with my calm attitude, but they soon found out that I had to have time to pray about the situation, which was my mainstay in my belief in the success of the Project.

RELATIONSHIP WITH THE GOVERNMENT

My relationship with the government has been very limited. I would consider Mr. Drennan to be our main representative of the government. He has visited us several times and did what he could to aid us. He continues to tell me that if there are any problems, to call him. I must admit that I have called only once or twice, but it was most helpful to know that he was available for help. The problems usually had to be solved on a local level and Mr. Hutchens handled problems that we could not solve. Mr. Drennan made many phone calls to us, talking to me whenever I was in the office. At one time he had a three-way conversation with Mr. Hutchens, Miss Gilleland and me at the Yadkin Valley office. We talked about the financial part of the Project with Mr. Drennan and one of his financial consultants. He was able to get a CETA worker for the Project and an increase in salary of the Lead Home Visitor.

RELATIONSHIP TO THE STATE LIBRARY

Our relationship with the Division of State Library has been through Miss Diana Young, Consultant to the Division of State Library on Children's Services. We were fortunate to receive our first Storytelling Workshop from Miss Young. She involved herself in the toy project by becoming a member of the Advisory Council, taking trips to find out about places we had to travel, discussing our needs, our weak and strong points, presenting our problems at our first Advisory Council meeting, and in many other ways. She has attended our Story Hours, taking part in each one and discussing ways to improve weak points and giving many good suggestions. Many books and toy ideas have come from Miss Young, bringing invaluable help to us. We have been allowed through her help to take part in two Storytelling Festivals in Raleigh, which helped to spread the word about our Project.

STAFF

My hat is off to Jean Kidd, Prelette Tillman and Betty Hampton for giving so much of themselves in service through this Project. The reward has been to see the results from the children and parents. Dedicated, honest people can only do a project like this. Let it be known that you must select people that you can trust, because this Project is flexible and cannot be done by punching a time clock. When one of us is in the field working, it is very difficult to find us if we are needed by the staff or by our families.

2. WRITTEN COMMENTS

WORKSHOPS

Since August 1976, training sessions that were held by ECCLP staff include those held for volunteer home visitors, one at NCCU, one for toy making in Alleghany County.

At the beginning, the volunteer Home Visitors felt inadequate in what they were going to attempt to do. The training session given by the staff of the ECCLP included making a flannel board for use in home visits and tips as to how to help them become successful Home Visitors. The other training sessions given to the volunteers were given at Surry Community College.

Barbara, Prelette, and I conducted a workshop at NCCU for parents, and children demonstrating story hour procedures, home visit demonstration, and general hints as to how parents can help their children learn.

Members of the ECCLP staff, along with the ECCLP staff of Alleghany County, and Sue Sheriff conducted a toy making workshop in Alleghany County for parents. Parents brought children and staff members alternated telling stories, singing, and having fun with the children conducting their table of the toy making procedures. The parents were shown, then giving the opportunity to make puppets, paper, salt dough items, play dough, number caterpillars, and a host of other toys.

Since August all the workshops conducted by staff have been well attended and extremely successful.

ADVISORY COUNCIL

The Advisory Council as I see it served little purpose. Parents rarely attended and those who did knew so little about what was going on they had little input and felt somewhat "out of place". Of course in time they would have realized what their purpose was in the Council, but since I have been here no parent has given that time to learn. Barbara continued to invite parents to try to get them interested in continuing to come but since August 1976, no parent has been in regular attendance.

As previously stated, the Advisory Council had little to do with advising. Most of the time the Council met, they were advised of the problems that had come up and were told about the solutions that were made by Barbara, Mr. Hutchens, Miss Gilleland or Mr. Pipes, and Jean.

SUCCESSES

Granted the Project has had its share of problems in many areas, however, I feel that just as many great things have happened:

1) Many rural children have been touched by an institution that (some of the parents) is totally unfamiliar to them and their families. Many parents who haven't been in a library since term paper school days revisited and will continue to visit libraries with children tugging on their legs saying, "I want to go check out some books!" Most of the libraries are witness to this in that we have been told, "Since the Project came to our library, our staff as well as our children's circulation reports are UP!"

2) Toys, books, a kind face and a tuned in ear have gone into literally hundreds of area homes bringing love and attention and education to parents and preschoolers. Helping parents and preschoolers learn to "help themselves" to education and the joy of each other at an early age.

3) Area baby sitters and day care centers have benefitted from the use of toys, equipment, and training sessions provided by the project, which they themselves could not afford.

IN-KIND SERVICE

Since I came in August, I have seen many things done by certain people whom I feel should receive some credit which so far haven't received their proper due.

One such person is Jane McRae. Many times Barbara or I have asked Jane to do a certain thing that needs doing right away and even though I realize that she has a full work load of her own, it always gets done in plenty of time. She has offered her home on occasion for us to have staff meetings (even without her presence), she has typed many reports and papers from the rough drafts handed her, and she has always had a calm attitude about the problems and worries of the Project and the staff of the Project. She has done much work for and with the project to promote us through publicity. Any time there is something special we need to let the public know about, Jane is there with a radio microphone in her hand or a camera ready to do what is necessary to let the public know what is important for them to know. She has promoted us to the public and to the staff of the library by always being excited about what we are doing at the present and what we will be doing in the future. In closing, I would like to say that I feel that Jane McRae has gone out of her way to help make this Project a success for the library and for the public, without so much as a thank you from anyone other than members of the ECCLP staff. I think it is time for her to be recognized for all the fine work she has put into the Project and everything she touches.

The other person I would like to mention is Barbara East. One expects a project director to do things above and beyond the call of duty but in this case I feel that this person has gone beyond that. When the Project is given a certain amount of money from a source to complete a project by the project, many people would say that

this is the amount that we can spend whatever can result. Not Barbara! If she feels that a better impression can be made with a different approach and it costs more, she will somehow make up the difference. I have known her to add more than a hundred dollars to an amount of allotted money to produce a better product. Many is the time I have seen her go out of her way to make sure the people that work with her have the necessary equipment needed to do a superior job. She is in a position that she could make certain people feel inferior, however, everyone in the Project (thanks to her) feels that his job is just as important and even more important than that of the director's. She is also sensitive to the problems of her staff. She is willing and ready to help in personal as well as work-related problems. I feel that the Project could not have had a better director and that it should be noted that Barbara is more than a project director to her staf, she is a friend. In closing, I would like to comment on the amount of time Barbara has put into the Project which she has not been paid for and will never be paid for in money. I know for a fact that she has been away from home and her 5 children until the morning hours working on projects. This is the kind of thing that most people do not do without taking off ALL the time they feel is coming to them, and only a dedicated person like Barbara would consider doing.

3. RAMBLINGS ABOUT THE ADVISORY COUNCIL OF ECCLP

1. The distance to be covered by the Project made it very inconvenient for the average parent to participate in the meetings of the Council. This limited the attendance to the more affluent, to the ones more mobile and accustomed to leaving home for meetings in distant places. Many of our parents had never even eaten meals out of the home. How could they be expected to venture so far away?

2. Most parents were over awed by the educational field - to be on a Council with educators and librarians seemed absurd to them. Their attitude was that they should only listen, not actually help to make decisions.

3. There did not seem to be enough "on the side" conferring with the top educators on the Council - people like Dr. Grace Lilly and Mrs. Ricks. They would come sometimes to the Council meetings, but it seems to me we did not make enough use of their knowledge in the field of early childhood education. There needed to be more direct input from them to the director of the project - and they were needed even as the Project was being written.

4. The membership of the Council changed too much from year to year, even from one meeting to the next. Many different people came at different times, but there seemed to be little continuity. Some of this is understandable - parents move, their children moved into regular school programs, women became pregnant, there were transportation problems, a gas shortage, people lost jobs or changed jobs or changed shifts at the mills. As fast as two or three parents became involved, their child moved into school and a new bunch had

to be introduced to the Council.

5. The advice of the important??? (educated???, trained, knowledgeable?) people on the Council did not seem to be played up as valuable, so they did not take it too seriously. Testing, for example, is something educators know quite well. People like Carrie Kirkman could have helped a great deal with this. I think they were not made to feel involved, needed, a vital part of the Project.

6. There was not enough effort to sound out the more timid people, to get at their feelings, their insights. Diana, I saw you doing this repeatedly, but it needed to be done by the person in charge of the meetings, to be deliberately planned and worked on, not just left up to you to do it for us.

7. Some of the members of the Council needed to do more observing of the Project in action, to know more about its operation than what a written report of a couple of pages can show.

8. The idea of the Council is excellent. It is needed for balance, for parent involvement, for working out ideas. The Project could not have functioned properly without it. The director was made conscious of needing to keep records, to report to somebody.

4. RAMBLINGS ABOUT PUBLICITY FOR ECCLP

1. One question was the why of publicity. Why did we need it? Definitely not <u>just</u> for recognition for this library or the people working in the Project. We needed it in order to make the public aware of the need to learn how to parent the preschool child, to teach them how to learn. The more affluent, those who cared, would only need to be reminded and they would work it out themselves. There would obviously be many people who needed help with parenting who could not be reached by the Project. The publicity of course helped the image of the library, as a place interested in the home and in the education of children. The publicity also helped the parents in the Project to realize its importance, to see that they were doing something very important, something many people were quite interested in. A good many librarians in other areas reported that parents began to come to their libraries to ask about services in this area, asking whether there were teaching toys that could be checked out, what services were offered.

2. Types of publicity. Brochures distributed at fairs from a library booth, from doctors' offices, through Mental Health Agencies, from the library desks, through PTA's and such. Television programs. Radio programs which included interviews with the staff of the Project, with library staff, with Henry Drennan, with parents in the project, with school teachers who had noted the results, with members of the Advisory Council, with children themselves, showing what is done in a learning session. Children were also used in the television programs. Newspaper articles, both for the 8 newspapers published in the region and for the two nearby dailies. Magazine articles. Programs for special clubs and for PTA. Filmstrip shows to explain the Project. Classes in colleges and high schools.

3. One prime target of publicity was baby sitters and all agencies working with preschool children so they would know what services were available to them through the libraries.

4. Another prime target of publicity was county commissioners and library boards and all who have to do with funding, in order that these powers would be willing to continue the Project when Federal funds expired, and in order to get over to these key people the genuine, down to earth, value of good library service. This is the kind of library service that cannot be counted only as a luxury, or something recreational. It is grass roots information.

5. I was not so successful in trying to hit nationwide magazines with articles. Separately you will see listed (in Barbara's report on the form, for her annual progress report) all the magazines to which I submitted articles and which ones returned them. I feel that one major problem is that the articles needed to be written by a person of authority and stature in the field of early childhood education. I do public relations, but have no "name" whatever in the field of childhood education. The magazine that accepted the article and got the news across to the most people in North Carolina was in CAROLINA COUNTRY, which is distributed free of charge to about half a million people. NORTH CAROLINA LIBRARIES used an article, but this is read only by librarians. Response over the nation came best from an article in THE COMMUNICATOR, a publication of HEW. In TOP OF THE NEWS, I made the mistake of having submitted a previous article about our poetry project and they chose to print that one instead of the ECCLP one. In WILSON LIBRARY BULLETIN, I had articles about our radio work and about the Bicentennial Quilt of the Friends, in the year before this ECCLP article was presented and they said they had to "pass around the news", but to keep on sending things. I was simply turned down by PARENTS MAGAZINE, THE INSTRUCTOR (which did keep the article for consideration and wrote a couple of letters, but finally turned it down). I sent a copy of an article to Jean Coleman and asked her to try to get it published. She gave it to Arthur *****?, tried both AMERICAN LIBRARIES, and THE LIBRARY JOURNAL, but neither accepted. I was also turned down by THE PROGRESSIVE FARMER. (See list)

6. I believe the best publicity was through the continuing articles in the local weeklies and the week-by-week information on the radio. We have programs once a week on five stations, and two a week on one of the stations. Almost every broadcast had something about the Project and you will see in the report the full number of 15 minute programs entirely devoted to the Project.

7. The T.V. publicity was helpful for many reasons. Every station seemed genuinely excited about the Project. We took children and toys - a "natural" for winning an audience. The people who worked for the stations were interested and we believe they are more receptive to doing some free library publicity because of the nature of the Project. Several T.V. staff people had children of their own in the preschool age bracket and became personally interested in getting help. Some of the T.V. people wanted to check out

toys on the spot from those we had taken for demonstration.

8. I was at a disadvantage in that I was not actually a part of the Project staff and did not get to see it in action as much as I needed to, but it would have been absolutely impossible for any Project staff member to take off the time to write the articles and such themselves. The Project staff members were experts in working with children. It would have been tragic if their time had been eaten up with reports, articles and such. The regional library counted my time as a part of its contribution to the Project.

9. One bit of publicity that I never did get worked out: I thought it would have been good to have a filmstrip machine for continuous sight and sound to move around in grocery stores and such places all over the region, explaining the Project, showing children learning. We now have this gadget in the budget for next year - but too late for the Project.

10. The filmstrip show was sent to the Division of State Library, to Henry Drennan, to Mary Jane Anderson. We did a filmstrip show for each library, to be used in Home Visits so all the parents in the Project could be introduced to library services even if they had never visited a public library. They were shown in the home with an Auto Vance filmstrip projector with rear screen projection. The general filmstrip about the Project was used on television, in teaching classes at N. C. Central University, in classes at Surry Community College, in PTA's and for club meetings - where civic organizations wanted information about the Project.

11. I believe that the publicity for ECCLP did as much to build a good image of library services as anything we have ever done - actually the best image. It involved parents as well as children. It showed family groups, not just Story Hours, but a whole range of educational effort.

5. GROUP OPINION OF ECCLP PROJECT

I have discussed ECCLP Project with my staff and find our reactions are similar, so you make take this to be a group opinion from this public library.

First, this Project was more successful than the others we are familiar with because the director did not have additional library responsibilities, therefore, could keep closer tabs on her workers. The success of this Project was certainly dependent upon the director.

You asked if the community was aware of the Project? We feel the groundwork was well prepared and those people who we wanted to reach were reached. In a semi-rural area where children are cared for by untrained baby sitters, it was particularly helpful. One "sitter" who was contacted brought one of her children who obviously had not been exposed to teaching toys or books. She certainly needed some training in toys and books for the children in her care.

Since we were not aiming to reach upper middle income people specifically, I do not feel badly if someone in this category says they were not aware of the Project. It was well publicized both in the paper and by word of mouth through satisfied parents who brought friends with them.

There were parents on the directing board and they seemed interested in the Project, although I am not really aware of the extent of their contributions. But any program to which parents were invited was a huge success with overflowing crowds. All of these activities were held at night because almost all the families involved were either one parent families or families where both parents worked.

The children seemed happy, manageable and learned basics of colors, shapes, some numbers and letters, etc. They all learned to participate with the group and there were never any who didn't want to take books home.

We are aware that whenever you have a project such as this one you will lose a larger percentage of books than with your regular circulation, but we feel that if the children love the books and the parents won't return them, it is worth the loss.

I do have my doubts as to the visitation schedules kept by some of the workers. It would be physically impossible to visit such a large number of homes, at least for me. However, this is my only reservation about the success of the Project, and this was not really my concern.

We enjoyed having the children here and feel it not only enriched the children, but the families too, and are sorry that we cannot continue to reach this segment of the population.

I have made plans to continue the story hour for the small children during the summer because the parents seemed so disappointed with the loss of this service, but in the fall, when my college students return to school and I have to resume the Head Start Story hours, the probability of continuing a program for unreached three-year-olds appears impossible.

6. RECOMMENDATIONS

PLANNING

A serious difficulty of the program has been the lack of conjuction of administrative planning and actual experience of the Project workers. The Project workers have made a laudable effort to carry out aspects of the Project proposal that were not formulated with a clear idea of the geographic, economic, and phychological realities of the area and of this type of work. Future projects will benefit from more careful investigation of the project setting and more participation of field workers in planning, including budgetary planning.

## HOME VISITS

Although the home visits are one of the hallmarks of this Project, they have presented a number of problems that should be considered by anyone who would replicate this aspect of the program.

(a) Expense: Home visits are extremely expensive in terms of personnel, time, and transportation in a rural area. This is not to imply that the expense is not justified, only to recommend that very careful planning go into budget proposals that involve a home visit program. An understaffed, underfunded, home visit program requires a sacrificial, resourceful staff to operate.

(b) Philosophy: A home visit can be a creative learning or cultural experience, or a babysitting session. Because the idea of entering a family's home can imply an aura of paternalism, which may contribute to misunderstanding on the part of the parent or the home visitor, the philosophy of the program, the library, and the home visit should be stressed from the beginning of the Project and restressed with the introduction of new staff in the program.

(c) Focus: In addition to a firm understanding of why visits are made to the home, a clear idea of what homes should be visited is necessary. In some cases, our Project overlapped in its home visits with similar programs of other agencies. In some cases, the children whom we visited were the very middle-class youngsters who receive already the purposeful parental attention and cultural experiences that our Project claims to promote.

Finally, the question of why the Federal Government chooses to fund a library as a home-based early childhood educator, when it sponsors, directly or indirectly, several other such programs (Homestart, Northwest Child Development) that could benefit from additional funding, has arisen several times. Why not consolidated effort to reach young children and parents at home through one agency (with support and cooperation of the other agencies) rather than three or more separate, over-taxed home visiting programs that often necessarily and inadvertently, duplicate efforts and resources?

## PERSONNEL

The personnel required to carry out the ECCLP proposal was vastly underestimated. Temporary workers from work programs have been a godsend and supplement the work of the director and her assistant but do not take the place of trained educators, librarians, or paraprofessionals. The paper work alone would have justified a full-time secretary.

TRANSPORTATION

Projects in rural areas cannot underestimate the importance of geography.

Recommendations:

a) A generous travel allowance must be planned from the outset.

b) At the inception of the Project some sort of time-motion or travel-efficiency survey of self-study should be made to ensure that travel dollars are well and efficiently spent. (NB: This need not require the hiring of a consultant; careful study of maps, an orientation tour for workers and administrators, and common sense in scheduling could do the trick.)

7. PROBLEMS

1. One of the main problems we encountered was in the use of the Carry Van. The van belongs to the Northwestern Regional Library and we pay for the gas we use in it from Project money. The van is a tremendous help but because it belongs to the library, it cannot be driven to our homes. Barbara lives in Pilot Mountain and when we need the van there, she has to drive her car to Elkin, about a 58 mile round trip, on that morning to pick up the van then bring it back on that afternoon. This same situation holds for Mt. Airy in that Jean lives about 40 miles round trip to the van. This causes mileage for our personal vehicles to be greatly increased.

The Carry Van is in poor condition and on quite a few occasions story hour has been cancelled or at the last minute the parents had to be called on to bring children in because the van was inoperable.

The van is limited in space and at times more than one trip has to be made for children. Some are left at the library for 20 to 30 minutes waiting for other children. This happens mainly during the summer months when older children who have been involved with the Project come back when they are out of public schools. It is hard to explain to a child in kindergarten (out for the summer or during the holidays) who is standing with his brother or sister, that he can no longer come to story hour.

There are only two places where we can fill the van with gas. In Yadkin County and in Surry County at the school bus garages. This at times causes us to go out of our way to fill the van at the specified places.

2. There was no money put in the budget the third year for toys. The toys that are used are old and some of the pieces are missing. The lack of respect that some people have shown for the toys in that the toys don't belong to them causes the problem of misuse. Another cause may be, we have so few toys now with the volunteers, we don't have the opportunity to exchange as often and the children may grow tired and less careful of the toys.

3. From the very beginning of the Project there was not enough money (the previous director allowed $4,000 to be returned because it was not used in the allotted time). A tremendous strain on the budget came about with the hiring of the home visitors. The amount of money in the budget for travel was extremely limited from the beginning and even though the home visitors' salaries were paid by Manpower, all the travel expenses came from the Project budget. These 3 home visitors live in the extremes of the counties in which they visit, therefore, all staff meetings, etc., which brought them to Elkin taxed the Project for travel money. For this reason, the staff meetings were less often and more county-based library work than was called for. In the budget, $5,000 was allotted for the volunteer home visitors. To ease some of the strain on the budget, there were only 12 volunteers hired (out of possible 15) and the remainder of the money put back into the budget for other causes. We could do this because our budget is flexible. Many is the time Barbara and Jean do not turn in mileage (operate at our own expense) to ease the problems of the money shortage.

Miss Gilleland was very conscious of our problems and at times loaned us library vehicles, equipment and services (construction paper, glue, and other supplies) to help save us money. Upon the retirement of Miss Gilleland, all these services were discontinued.

8. SPECIFIC OBJECTIVES

We intend to, in so far as possible, combine the two projects on Early Childhood Creative Learning into one program serving all four counties in our Region. This program will be under the direction of Suzanne Williams. Also, we have included in our 1977-78 budget funds to add Carolyn Collins (formerly of the Alleghany ECCL) to our regional staff.

Our specific objectives are:

1. To reach preschool children with story hours, books, creative learning materials, and audiovisual materials in libraries, day care centers, and schools in the four-county area.
2. Special efforts will be made to reach preschool children who are not involved in other programs, with a system of volunteer transportation.
3. Distribute packets of books, toys, audiovisual materials, and idea sheets to preschool centers on a regular basis.
4. To provide special packets on holidays and seasonal themes at appropriate times of the year.
5. To sponsor workshops, in cooperation with other agencies, for child care workers' and parents' or baby sitters' needs.
6. To set up, or help to organize, special programs for parents or baby sitters during children's story hours.

7. To circulate toys and educational materials (in so far as they are usable or can be replaced) with instruction sheets for suggested uses, books, and audiovisual materials through libraries, bookmobiles, and toy exchanges after story hours.

8. To support the Extension Homemakers LAP Reading Program with books, materials, and services such as programs, bibliographies, etc.

It is difficult for us to foresee all the problems we will encounter as we attempt to absorb this ambitious program into our regular regional services. We will have to stop home visits and library transportation of children because of limits of time, staff and funds.

We hope to continue the excellence set by the Federal projects, and we anticipate a high degree of success with the capable and determined staff members who will be involved.

9. TOY SELECTION AND PERSONNEL POLICY

The general consideration in toy selection include:

1. Philosophy of the program. Toys should be appropriate to the purpose of the Project whether it be recreational, educational, cultural, consumer-oriented, or any combination thereof. For instance, toys that are meant to encourage parent-child relationships should be ones that can involve both child and adult in some way. A program that stresses individual recreational enjoyment should have toys that can be used independently by a child.

2. Space. Toys can present a storage and/or shelving problem, in small libraries especially. A library will need to know that space or shelving is available or can be arranged for the toy collection. Some libraries are able to check out large items such as hobby horses or volleyball equipment; many libraries will be limited to smaller materials by space considerations alone.

3. Budget. Toys can be extremely expensive so budget considerations will invariably impinge on toy selection and raise questions: Should a few expensive, well-made toys be purchased for a larger number of more expendable items? Can a toy be produced more inexpensively by local volunteers or craftspeople?

After these considerations are accounted for, common sense should be the guide and will lead one to ask the following questions:

1. Is the toy appropriate (on the basis of age, skills, interests) to the group of children to be served?

2. Are the materials (especially plastic ones) sturdy (shatterproof)? Are the dyes nontoxic?

3. Are there moving parts? If so, are they repairable locally, or are they replaceable? If there are many parts, are they packaged properly for keeping items together? If not, could they easily be properly packaged by the library?

4. Is the toy consumable? Is it potentially dangerous?

5. If any part of the toy or game includes expendable items (score pads, mazes, tracing sheets, paper or other material for crafts), can these be bought inexpensively in volume for replacement?

6. Can the toy be cleaned if necessary?

7. Is the toy sturdy enough to be used by a number of children and to withstand trips to and from the library?

8. Is the toy versatile enough to interest a potential borrower for more than a minute or two?

One of the best guides for toy selection is to consult other toy librarians and children themselves.

Personnel Policy:

I have had nothing to do or say about the hiring or firing of personnel for either of our toy projects so feel ill equipped to set down guidelines for Project personnel. What I can suggest are general desirable qualities based on my observations as follows:

1. Ability to work independently and with initiative.
2. Experience and/or training in work with young children.
3. Willingness to work with both children and adults.
4. Desire to work with children in groups or individually.
5. Interest, active or potential, in children's books.
6. Capability and willingness to handle voluminous paperwork.
7. Musical, artistic, or any other type of creative urge.
8. Zest.

10. INFORMATION AND RECOMMENDATIONS FOR FINAL REPORT ON ECCLP

1. Long-Range (Five Years) Research, Development & Policies

A. Before the N. C. General Assembly or State Administration proposes or creates a new "educationally" related program, there should be a determination made as to the effects the new program will have on libraries and adjust State appropriations to libraries accordingly. A prime example of this need was the creation of the full State Kindergarten Program.

B. In order to promote, foster, and secure more effective and efficient use of scarce governmental resources,

the State Administration in conjunction with the N. C. General Assembly and Federal agencies must develop a mandated system whereby acquisition, distribution, and utilization of varied educational materials can be pooled via libraries.

C. There needs to be a single Public Library System for the General Public, Schools, and special agencies/organizations so that an effective and efficient system for pooling resources for acquisition and utilization can be provided.

D. Local Human Services and Educational agencies/organizations should be encouraged by Federal and State funding agencies to use their "contracting" and "interagency agreement" powers to pool library resources and coordinate needs and services.

E. Local Library Boards be required to develop and adopt a long-range Multi-Year Plan of Work which will address and relate cooperative funding and utilization of library services. This Multi-Year Plan will be updated by a more definite Annual Work Program submitted to State and Local Governments for annual funding.

F. Library Boards become more effective in exercising their governing duties and powers. The State provides more effective training for Library Board members and local library advisory committees. A major part of this training should be directed toward working with Local Government Boards and staffs and local Human Services and educational agencies to effect improved coordination of resources, needs, and services.

G. The State Administration and the N. C. General Assembly assume a role of State Government to assist Capital Outlay needs of libraries on a matching format with Local Governments and any Federal funding.

H. Local Libraries should "compete" with other local agencies/organizations on seeking funds for demonstration projects and for local funds to continue successful demonstration service projects; thus more effective coordination of resources and needs will be encouraged. For example, Local Libraries could apply for discretionary Federal (and some State) funds that the State Board of Education governs which is usually (but not required) granted/contracted to Local Education Agencies (LEA's).

I. Overall the N. C. General Assembly, the State Administration (and our U. S. Government, too) must recognize and declare libraries as "Educational" agencies.

J. Federal and State policies on certification of library staff be changed to include education and work experience in Human Services fields.

II. Short-Range (Two Years) Development and Policies

A. The Federal OMB circular A-95 Clearinghouse Process be utilized by the State and Local Libraries to more fully coordinate planning for and utilization of library services.

B. The State mandate that all local Human Services and educational agencies/organizations use the A-95 State and Sub-State Clearinghouse System for any funding - Federal, State, foundation, etc.

C. The State Administration provide leadership to assist Local Governments and Library Boards to plan for and seek Federal funds (anti-recession) allocated for local public works/facilities construction.

D. The Sub-State Lead Regional Organizations act more affirmatively to include library services and needs into their overall multi-year development plans, annual development plans, and special plans for Human Services delivery. Likewise, the Sub-State LRO's should act to insure Local Library Administrators and Board Chairmen participation in the OMB A-95 Clearinghouse Process.

E. Local Libraries seek CETA funded positions to test and/or initiate improved or new services, thus allowing for time to phase in increased local government costs.

F. Local Libraries take the leadership to promote interagency training of staffs of libraries, Human Services, and educational agencies/organizations.

G. More affirmative action is needed to employ library staff reflecting the racial characteristics of local communities.

III. Results of the Three Year ECCLP Program

A. Problems/Failures

1. Except for just a couple of other agencies, no real and affirmative concern and action was evidenced or taken to participate in developing and using a "pooled" system for acquiring, distributing, and using library related materials.

2. A few local branch librarians are too independent of the Library Agency and did not fully support the ECCLP efforts.

3. The ECCLP Advisory Council was never as effective as it should have been due to initial overdominance by staff, noncommittment by most other agencies, lack of sufficient resources to support parent members, and inadequate flow of information on Project details.

4. First Program Director's performance not adequate.

B. Successes

1. Proved that Libraries could provide services not institutionalized within the normally strict confines of libraries.

   --Preschool educational developmental services for children "left-out" of other preschool programs.

   --Libraries can provide and parents/children will use creative educational materials other than just books, films, and phonographs.

   --Outreach services can be effectively provided.

   --Professional and nonprofessional child development staff can "fit into" libraries.

   --Minority (black) staff provided by CETA enchanced orientation of and support by minorities to libraries.

   --Utilization of Program Advisory Council composed of professionals and parent representatives.

2. A program can be operated via cooperation and pooling of resources by libraries and other Human Services agencies (YVEDDI-Head Start, CETA, and Transportation, Local School, Child Development Centers).

3. Self-initiative and dedication of Program Staff after first year.

4. Close attention and assistance given by DHEW-OE Project Representative.

IV. Non-DHEW-OE Resources Contributed to the ECCLP

As the ECCLP Was fully implemented, it became very evident that the two Project staff and the limited libraries staffs could not provide the needed program services and that the program objectives of coordination of resources must be implemented. The following is a brief outline of resources secured and approximate value of those resources:

| Item | Source | Value |
|---|---|---|
| 1. Creative Materials | (a) Yadkin Valley Head Start | $ 5,000+ |
| | (b) Local Businesses | $ |
| | (c) NWRL | $ |
| | (d) Davie County Library | $ |
| 2. Travel | (a) Yadkin Valley Head Start | $ 1,000+ |
| | (b) Davie County Library | $ 400+ |
| | (c) NWRL | $ |
| 3. Home Visitors | (a) Yadkin Valley CETA | $20,000+ |
| | (b) Volunteers | $ 1,796+ |
| | (c) Surry CETA | $ 5,000+ |
| 4. Clerical Assts. | (a) YVEDDI/Antioch CWSP | $ 500 |
| | (b) Surry CETA | $ 5,000 |

| | | | | |
|---|---|---|---|---|
| 5. | Advisory Council | (a) Agencies | $ | |
| | | (b) Libraries | $ | |
| | | (c) American Library Assoc. | $ | |
| | | (d) State Library | $ | |
| 6. | Training & Technical Assistance | (a) Surry Community College | $ | |
| | | (b) N.C. Central University | $ | |
| | | (c) | | |
| 7. | Public Relations & Information Dissemination | (a) Area T.V. Stations | $ | |
| | | (b) Area Radio Stations | $ | |
| | | (c) NWRL | $ | |
| | | (d) YVEDDI | $ | 500+ |
| 8. | Administration | (a) YVEDDI | $ | 5,000+ |
| | | (b) Davie County Library | $ | |
| | | (c) NWRL | $ | |
| | | (d) | | |
| 9. | Story Hour/Children's Librns. | (a) NWRL | $ | |
| | | (b) Davie County Library | $ | |
| | | (c) | | |
| 10. | Project Reports/ Evaluations | (a) State Library | $ | |
| | | (b) N.C. Central University | $ | |
| | | (c) NWRL | $ | |
| | | (d) YVEDDI | $ | 500+ |
| 11. | Developmental Testing | (a) N.C. Central University | $ | |
| | | (b) | | |

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